





Digitized by the Internet Archive  
in 2018 with funding from  
University of Florida, George A. Smathers Libraries











# FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

SAINT AUGUSTINE

---

## BIENNIAL REPORT

OF THE

## PRESIDENT

---

1914-1916

---

St. Augustine, Fla.  
Printed at the School for the Deaf and the Blind  
1917

F378

F4C

1914-16

|||||

**T**HIS report is the work of the deaf boys in the printing department.

**I**N our industrial department various trades are taught the deaf and the blind pupils—such trades as are considered practical for these young people to follow after leaving school and thereby earn a livelihood.

|||||

1917

# STATE BOARD OF EDUCATION

HIS EXCELLENCY, SIDNEY J. CATTS, *Chairman*.....Governor  
HON. H. CLAY CRAWFORD.....Secretary of State  
HON. T. F. WEST.....Attorney-General  
HON. J. C. LUNING.....State Treasurer  
HON. W. N. SHEATS, *Secretary*.....Supt. Public Instruction

## BOARD OF CONTROL

HON. P. K. YONGE, *Chairman*.....Pensacola  
HON. E. L. WARTMANN.....Citra  
HON. T. B. KING.....Arcadia  
HON. W. D. FINLAYSON.....Old Town  
HON. FRANK E. JENNINGS.....Jacksonville  
J. G. KELLUM, *Secretary*.....Tallahassee



## OFFICERS AND FACULTY

---

### PRESIDENT

ALBERT H. WALKER, A. B., LITT. D.

### SECRETARY TO THE PRESIDENT

MISS MILDRED L. REES

### FACULTY

ODIE W. UNDERHILL, A. B.

EUGENE HOGLE, A. B.

Mrs. S. M. MOORE

Miss GRACE HOLLOWAY

Miss NANCY MAYERS

Miss MOFFETT BELL

H. WILSON BEATY

Miss LUCILLE FERGUSON

Miss NELL JANE PORTH

Miss MARY L. MUSSER

Miss ZELLA MILLER

R. B. FINKE

Miss DAISY B. WILSON, *Piano, Voice, Organ*

Miss ANNIE COOPER, *Violin, Orchestra*

### INDUSTRIAL DEPARTMENT

ODIE W. UNDERHILL, *Printing*

EUGENE HOGLE, *Carpentry*

Miss MOFFETT BELL, *Domestic Science*

Miss WILLIE McLANE, *Dressmaking, Embroidering*

Miss LUCILLE FERGUSON, *Rug-Weaving, Raphia*

R. B. FINKE, *Broom-Making, Chair-Caning*

### DOMESTIC DEPARTMENT

Mrs. ALBERT H. WALKER, *Matron*

Miss REKA FOLBRECHT, *Housekeeper*

Miss E. GIVENS, *Assistant Housekeeper*

Miss SALLIE EUBANKS, *Nurse*

Dr. DEWITT WEBB, *Physician*

Miss WILLIE McLANE, *Supervisor, Girls*

Miss MARY RHYNE, *Supervisor, Small Boys*

S. C. BOGGS, *Supervisor, Large Boys*

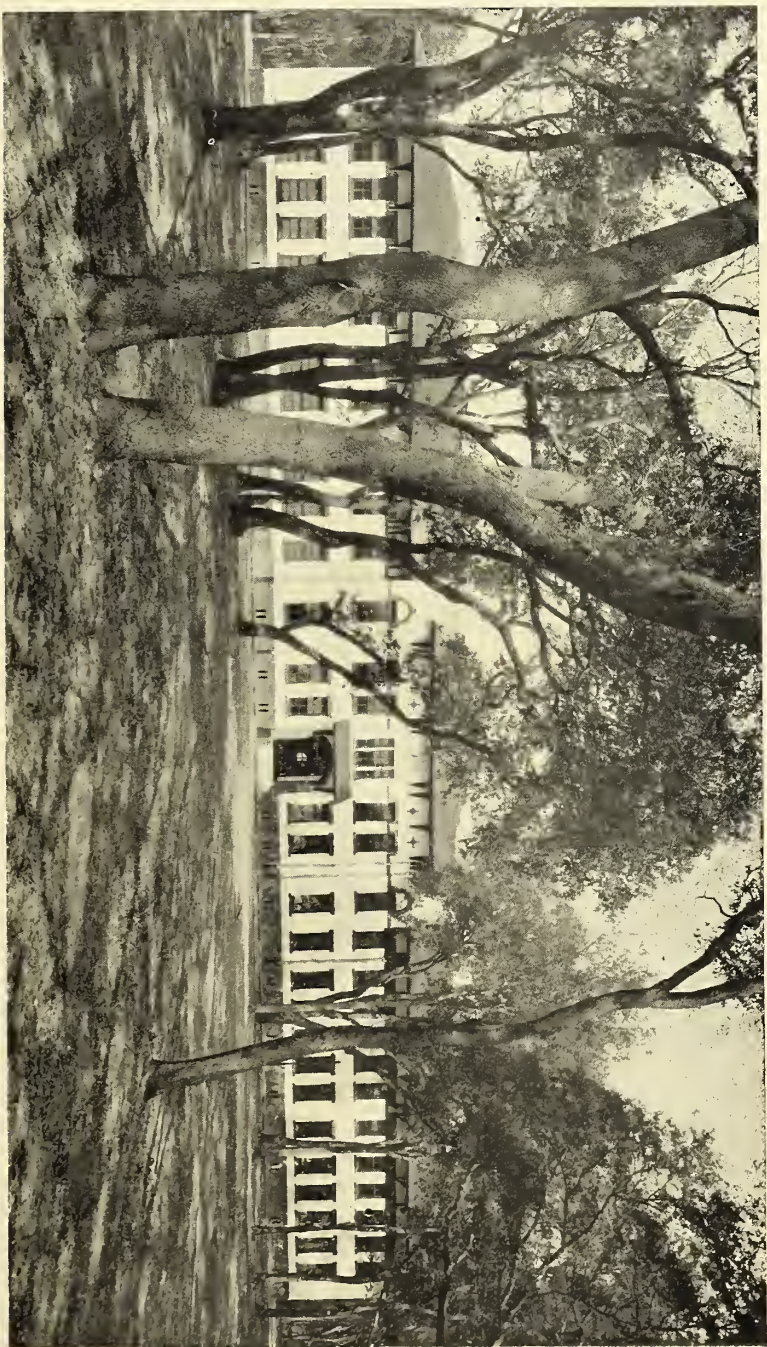
### COLORED DEPARTMENT

WILLIE R. THOMAS, *Teacher, Deaf*

VIRGINIA JAMES, *Teacher, Deaf*

WALTER REMBERT, *Teacher, Blind.*

KATIE GREGG, *Housekeeper*



INDUSTRIAL BUILDING



# President's Report

ST. AUGUSTINE, FLORIDA, Nov. 1, 1916.

*To the Honorable State Board of Control,  
State of Florida.*

Gentlemen:—

I have the honor to submit herewith a report of the work of the Florida School for the Deaf and the Blind for the past two years beginning July 1, 1914 and ending June 30, 1916.

This report brings to a close the thirty-first year of the school's history. While we realize with profoundest gratitude to an all-wise Providence its past achievements, we feel that the future must write a yet brighter and better history. And we face this future with that inspiration and hope.

In reviewing briefly the events of the past two years, I beg leave to say at the beginning that we have endeavored to conduct the affairs of the School so as to meet in a high degree the demands for the education of the deaf and the blind children of the State. The policy of the School has been broad and progressive. Our effort has constantly been to extend the field of our usefulness and to reach out and bring under the influence and training of the School every deaf and every blind child entitled to its benefits within the borders of the State.

To be useful a school must be helpful and uplifting in all its activities. And we have endeavored to establish and maintain a reputation for sound, practical instruction, divesting our special work of all superficial and impractical methods. We follow only those lines of education and training that we feel will eventually prove satisfactory to the graduate in adapting himself to the demands made upon him to earn a livelihood—and in bringing a few of life's higher pleasures to his restricted pathway.

It is most gratifying to be able to state that the years under review have been years of unusual progress and prosperity in the School. Nothing of a serious nature has occurred to disturb its operations. The work of instruction in all departments has been conducted with unmost care and consideration.

Following the usual order of former reports, I submit the table of attendance for the past two years.

### ATTENDANCE

WHITE—	
Deaf .....	92
Blind .....	40
NEGROES—	
Deaf .....	23
Blind .....	7
	<hr/>
	162

The enrollment for 1914-1915 was 137; for 1915-1916 it was 146.

### SUMMARY BY COUNTIES

COUNTY	NO. OF STUDENTS
Alachua .....	5
Bradford .....	3
Brevard .....	1
Calhoun .....	1
Columbia .....	3
Dade .....	18
DeSoto .....	5
Duval .....	20
Escambia .....	3
Franklin .....	1
Gadsden .....	3
Hamilton .....	2
Hernando .....	1
Hillsboro .....	18
Holmes .....	4
Jackson .....	3
Jefferson .....	2
Lake .....	3
Lee .....	3
Leon .....	1
Levy .....	2
Manatee .....	2
Marion .....	1
Monroe .....	1
Orange .....	8
Osceola .....	3
Pasco .....	1
Pinellas .....	3
Polk .....	12
Putnam .....	6
St. Johns .....	7
St. Lucie .....	2
Suwannee .....	2
Volusia .....	8
Walton .....	2
Washington .....	2



The growth of the school has shown a steady increase for the past decade. During the year 1906-1907 my report shows there were enrolled only 89 pupils. The present report shows an enrollment of 162. This increase is to be expected to continue from year to year. Though this gradual growth is in many ways satisfactory, yet our school population should be almost double what it is. There are many deaf and blind children in the State who should be here and who are not. This is largely due to ignorance, cupidity, or misplaced affection of parents and in a great many instances to the indifference of communities. There is a large number of these children growing into adult life in a state of ignorance beyond the power of human comprehension. The only way to reach these neglected children is through the enactment of some stringent compulsory education law. Upon the enactment and enforcement of some law of this kind lies the happiness and usefulness of hundreds of these subnormal children.

There have been no changes in the methods of instruction. These methods have been fully outlined in previous reports.

### Terms of Admission

This School is intended to supplement the public school system of our State. Children residing in the State, between the ages of six and twenty-one, capable of attending a school and profiting by instruction, who from defective hearing or sight cannot be taught in the public schools, are admitted here. A child does not necessarily have to be totally deaf or totally blind to secure admission. To be admitted he must be unable to make progress in the public schools on account of defective vision or hearing.

This is a school. Its purposes are strictly educational. It is not custodial in its character. Children in such poor health as to be unable to attend school regularly or who have not sufficient mental ability to receive instruction and to progress thereby cannot remain. Progress is the test.

Parents or guardians having a child who from defective hearing or vision cannot be taught in the public schools should write the President of the School and ask for the blanks necessary to enter the child. These will gladly be furnished.

There is a blank application which must be filled out by the parent or guardian. This blank contains questions as to the child's name, age, cause of deafness or blindness, general condition of health, physical and mental development, and other questions which will assist the school authorities in teaching and caring for the child. Then there is a blank certificate to be signed by the county commissioners from the county in which the applicant resides in case the parent or guardian is not able to pay a small charge per month for board. This certificate properly signed by the county commissioners entitles the child to free admission into the school. There are no charges then for anything, except the parent or guardian must clothe the child.

### Health

The School is now provided with a modern hospital building. This building has just been completed and adds another link to the general efficiency of the school. Our pupils are now assured of the best care and comfort possible.

Disease and death among so many children, many of them enfeebled by constitutional weaknesses, are to be expected, but rigid sanitation, skillful treatment, and nursing reduce the risks to a minimum. The usual good health of the School has prevailed during the past two years. The School has lost by death only one pupil in the past sixteen years and this was from a constitutional malady beyond the skill of any physician. The general good health of the School, however, is due not alone to good medical care and treatment, but also in a great measure to the regular habits of the pupils, to careful diets, and to a proper alternation of work and play.

### Social Life

The general public hardly realizes that this School not only has to perform the functions required of all public schools, but we must also stand in relation of parent to child; the School in a large sense becomes the home of the child. We admit children as young as six years of age. Taken from their homes at that tender age for eight months out of every impressionable year of their lives, our responsibility in home-



HOSPITAL



training and home refinements is doubly increased. We strive to get away from the lock-step of institutional life—a confessed weakness in all institutional training—and we strive to attach a social value to school life as well as an academic one. We strive to give all the home-training possible. Manners and morals are carefully looked after. Parties or school socials are given at stated times during the school year and in addition formal and informal functions are given the pupils by the different officers and teachers. These diversions have their social value and they also tend to break the monotony of school life, brighten the lives of the pupils, and refresh body, mind and soul for the duties of the morrow.

### Discipline

The general discipline of the School is good. Seldom do we have to deal with a refractory pupil and habitual stubbornness or disobedience to the rules and regulations of the School is exceedingly rare. We build and train upon the axiom that a busy child, both mentally and physically, produces a contented child. And a busy child is a happy child and a happy child needs little disciplining. There are occasional cases though that do come up for disciplinary attention. Corrective and not retributory punishment is always administered. This generally constitutes the denial of some special privilege to the child.

Our pupils are a well behaved and mannerly set of young people and the prevalent high moral sense makes the pupils largely a self-governing body.

### Household Department

The affairs of this department have received much care and attention and everything has been conducted with due regard for the comfort, health, and happiness of the pupils, teachers, and officers. To the end that the efficiency of this department be sustained, perfect harmony is essential and this harmony has been secured and preserved with little difficulty. The constant care of so large a household of defective children is no small task, and when it is realized that most of our children have to pass from irresponsible child-



hood into responsible manhood and womanhood under our protection, care, and guidance, the magnitude of this responsibility may be partially understood. We strive to inculcate correct habits of life and high ethical conceptions of pure and refined living. The physical, mental and moral training are harmoniously blended in the daily school life and each receives the utmost care and attention.

Care and economy have been practiced at every point, and the expenditures have been kept well within the appropriation made for the maintenance of the School. The purchase, distribution, and consumption of supplies have received careful attention.

The housing, proper dietary, and careful adjustment of clothing during the climatic changes, is all times a serious proposition, to say nothing of the educational development—all these require the undivided time and attention of those upon whom these duties devolve.

This department is well systematized and the health and general appearance of our pupils convey the assurance that they are well looked after.

### Department of Music

Under this and the succeeding head I copy from my last report.

“Our blind pupils are shut off from the great world of nature and from the enjoyment of all those pleasures carried from the eye to the brain; but they find in music a fine and artistic enjoyment that in some measure compensates for the loss of the enjoyment nature has so profusely given the normal child. This is not the thought, however, of this department. The underlying principle of the department is to instruct those who show a talent in order that they may follow the vocation as teachers of music, both vocal and instrumental, and develop into performers of such proficiency on the pipe organ and in voice culture that their services may command a living.

Instruction in this branch is given on the piano, pipe organ, and violin. Voice culture also receives its proper attention.

Competent instructors are employed for this department and the progress of the pupils has been highly satisfactory.”

### Industrial or Manual Training Department

“The School finds itself at this era in its history in a position to take children from the rank of dependents and make of them wage-earners and independents. It is now possible for us to give every pupil a knowledge of some useful trade.

While we still maintain that the cultural standing of the School must not be lowered, we feel that the vocational side must be fostered and perfected as far as possible. The two subjects are coeval and should interlap in the curriculum of the school, giving due consideration at all times to the individual.

The best vocational training, however, is that which best fits our boys and girls for the vocation of being men and women.

The trades taught to the deaf boys are printing and carpentry; while the deaf girls are taught sewing, knitting, crocheting, cooking and general housework. The blind girls have the same branches as the deaf girls. The blind boys are taught broom-making, chair-caning and mattress-making.”

### Improvements

The legislature of 1915 made the following special appropriations for improvements:

Hospital	\$12,500
Negro Building	12,500
Athletics	500
Repairs	1,000
Apparatus	1,000
Campus	1,000
Library	500
	<hr/>
	\$29,000

The two new buildings provided for in the above appropriation, namely the Hospital and Negro Building, have been erected. The Hospital is in the rear of the Administration Building, in the southeastern part of the campus and faces

the Industrial Building. This building is a necessity in a School of this character. It is absolutely essential to the proper care of our sick children. This building is architecturally pleasing in appearance and is in perfect harmony with the architecture of the other buildings. Much thought and care were given to the interior arrangement and we feel that it is scientifically adapted to modern demands.

The Negro Building is well suited for its purposes. It comports in outward appearance with the other buildings of the School, but the interior, while of durable construction, is not as expensive as the buildings for the white department. This building is located on the adjacent lot to the white department, where all departments of the School were first established, but lately used for the negroes alone. The old wooden buildings on this lot have been either torn down or moved.

With the \$500.00 appropriated for athletics, the school has been able to arouse much activity along this line among the pupils. Last year our base-ball, foot-ball and basket-ball teams met and defeated some of the strongest high school teams in the State.

We realize that no well equipped school today is complete without a gymnasium and we need one and need one badly, but need other things more.

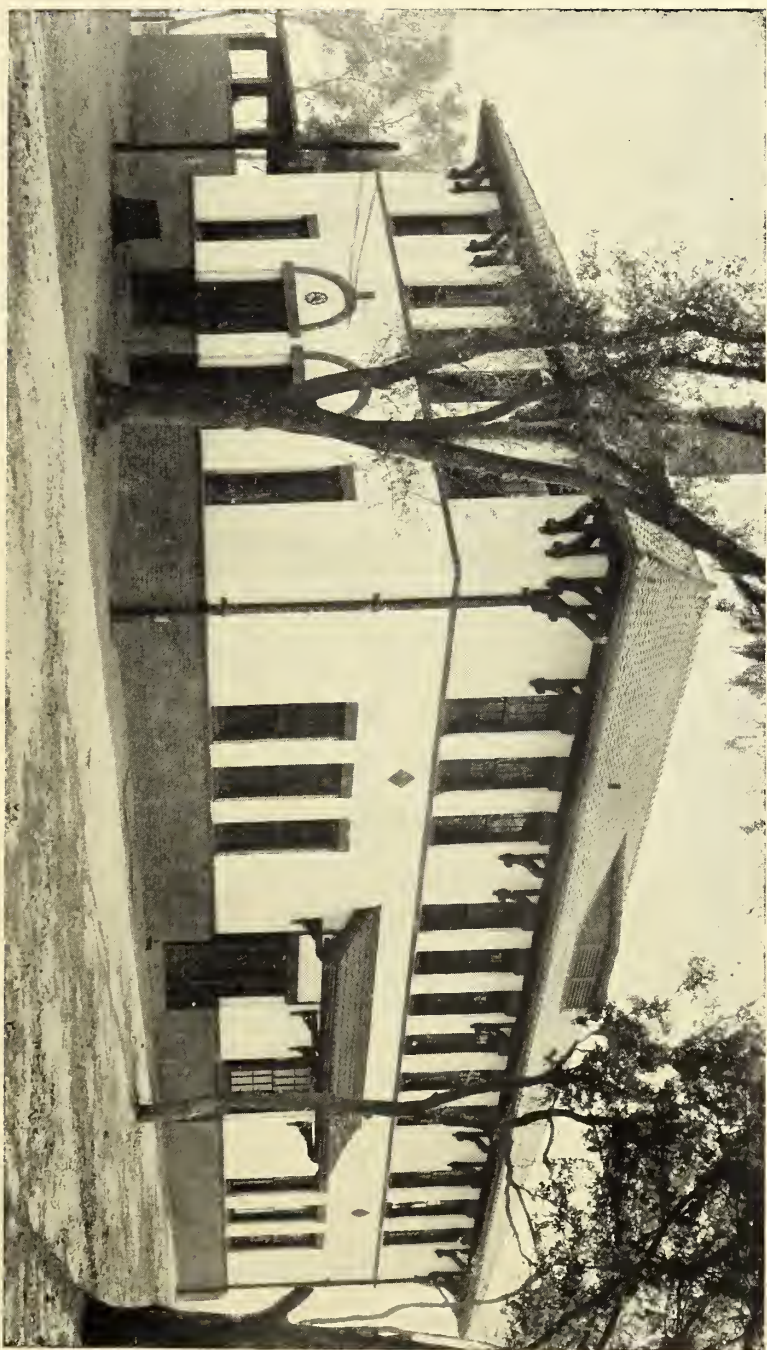
To overcome as far as possible this lack of systematic physical culture training, we advocate and encourage outdoor sports.

The money for repairs, apparatus, campus and library were sufficient to take care of the needs for which it was appropriated.

### Needs

As our growth increases we find a corresponding increase of needs. Besides this, we are building a new school plant from the ground up. This two-fold condition obviously calls for larger appropriations than would be necessary were the school already well established.

Our State was for various and well known reasons slow to respond in as gracious a way, as did the vast majority of her sister states, to the demands of her deaf and blind child-



SERVICE BUILDING





ren clamoring for an education; but once the call was rightly heard, it was heeded in no uncertain terms. Today we feel that the State believes in and approves and encourages the ideals and progress of the School. Emerging from a rather chaotic condition in an evolution to sound principles, both educationally and physically, we feel the struggle and the money spent have been well worth while. The School has taken a stand, and we trust a deserving one, with the best educational institutions of similar kind in the country. With its growth and influence, its responsibility is ever increasing.

The world is glad that brilliant men and deep thinkers during the past one hundred years or so have perfected the art whereby the deaf and blind children of our land can be educated. The State of Florida is proud that it is within her means to support a school of this character.

And now I conceive it to be my duty to present in good faith what I believe to be the real necessities and needs of the School for the coming biennium. The needs are not fanciful or chimerical; but are actual, pressing needs. Neither are the amounts asked for haphazard guesses, but are arrived at with the greatest accuracy possible after much thought and consideration.

#### (a) COTTAGE FOR PRIMARY PUPILS

Ten years ago a comprehensive plan of buildings was determined upon and a general insistence made that these buildings should ever present the three characteristic or satisfying requirements of architecture, namely, stability, utility and beauty. In the buildings so far erected these requirements have been met in a most pleasing and substantial manner.

The general plan contemplates ten buildings—an administration building, an industrial building, a hospital, building for negro students, service building, gymnasium and four cottages. The first five mentioned buildings have been built, leaving four cottages and a gymnasium to be erected.

At present the girls occupy the second story of the Administration Building for dormitory purposes and the boys are using the second floor of the Industrial Building for

similar purposes. Neither building is adapted for dormitory purposes. Expediency only of a temporary nature forced this usage until the cottages could be built. As it is the boys are cramped in their sleeping quarters. Besides, the rooms occupied by the girls in the Administration Building are badly needed for other utilities of the School. We realize the fact that this condition cannot be dissipated all at once and absolute relief afforded, but we do feel that some move should be made in the direction of alleviating the present condition as far as possible. And to that end we ask for an appropriation of \$50,000 for the erection of one of our four contemplated cottages. This cottage will be used exclusively by our small children, thereby beginning our much desired segregation plan. A postponement of this appropriation would mean that we would have to wait four years from the present time before securing relief from the unsatisfactory situation now confronting us. Without this building the progress of the School would be materially lessened during these years. Our growth must be provided for.

#### (b) RECLAIMING AND PURCHASE OF LAND

The School at present owns approximately twenty-five acres of land. This is not sufficient for our purposes. We need room for expansion. Property on the south of us and on the north as well is sub-divided into city lots and they command high prices. To secure additional acreage it is therefore economy to reclaim a portion of the swamp or overflowed lands on our eastern boundry.

From a competent surveying engineer's estimate, we can reclaim five acres, more or less, at a cost of something like eight thousand (\$8,000) dollars. It will take about one thousand (\$1,000) dollars to bulkhead the reclaimed land; three thousand and five hundred (\$3,500) dollars is also needed to purchase about half an acre breaking into the southeastern parallelogram of the property of the old plant. We desire this small piece of land to square our holdings.

An appropriation of \$12,500 is therefore asked for these improvements.

## (c) CAMPUS

Very little has been spent on our grounds. With our handsome buildings we must have attractive grounds. The two should blend into an eye-pleasing picture. We need about 3,000 square yards of concrete driveways. This driveway should extend in a semi-circle from the present driveway in the rear of the Administration Buildings passing by the Hospital, Service Building and Industrial Building. A continuation of the drives in front of the Administration Building to San Marco Avenue is desirable. The walk from the center of the grounds should also be carried to the Avenue. Shrubbery and various plants should be added to give attractiveness and lend a charm to our surroundings. The potential beauty of our ground is very striking. But there may be those who ask why such an expenditure is needed for those who cannot see its beauty. We reply that experience has taught that blind children are not only alive to their surroundings, but respond to them; also that their teachers respond to them; that the matter of environment to them is a basic one in their education. This is true of the deaf who see and is doubly true of the blind. Inheritance and environment are the two factors in life. Our pupils' inheritance we cannot change. It is often the poorest; hence the environment must be good enough to balance; in fact it can hardly be made too good. Indisputable is the assertion that we are the product of our environment; to what extent we cannot tell. We toil and labor for the proper spiritual condition. And we ask for funds to more fully perfect our physical environment.

An appropriation of six thousand (\$6,000) dollars is needed for these items.

## (d) FENCING

Located just beyond the limits of the city of St. Augustine and therefore subject to depredations of cattle, hogs and other animals, it is necessary to fence in our property. At present only a temporary wire fence protects us. It is desirable to build a fence of some durable material around all of the property. The amount we ask for will not be sufficient to build the entire fence, but will displace the present

unsightly wire fence on the front and part of the sides of the School grounds.

Three thousand (\$3,000) dollars will cover this cost.

#### (e) ARTESIAN WELL AND IRRIGATION SYSTEM

An abundance of water will be necessary to invigorate and keep verdant and fresh the grasses, shrubbery and flowers on the campus. With a six-inch artesian well we would have an inexhaustible and bountiful supply for our needs without further cost. At present what little water we use on our grounds is paid for at metered rates. We feel that this is in the line of economy and ask for one thousand (\$1,000) dollars for this well and necessary piping.

#### (f) TILING DINING-ROOM AND KITCHEN FLOORS

Under this head I said in my last report:

"It is also advisable to place in our dining-room cement floors, or some hard substance akin to cement. This is made necessary on account of the fact that our dining-room floor is laid on cement and this cement is built up from the ground, thereby not giving sufficient ventilation to preserve the wood floor. The sheathing under the floor has to be constantly repaired and it will be only a short time before the floor itself will suffer from this lack of ventilation and rapidly decay."

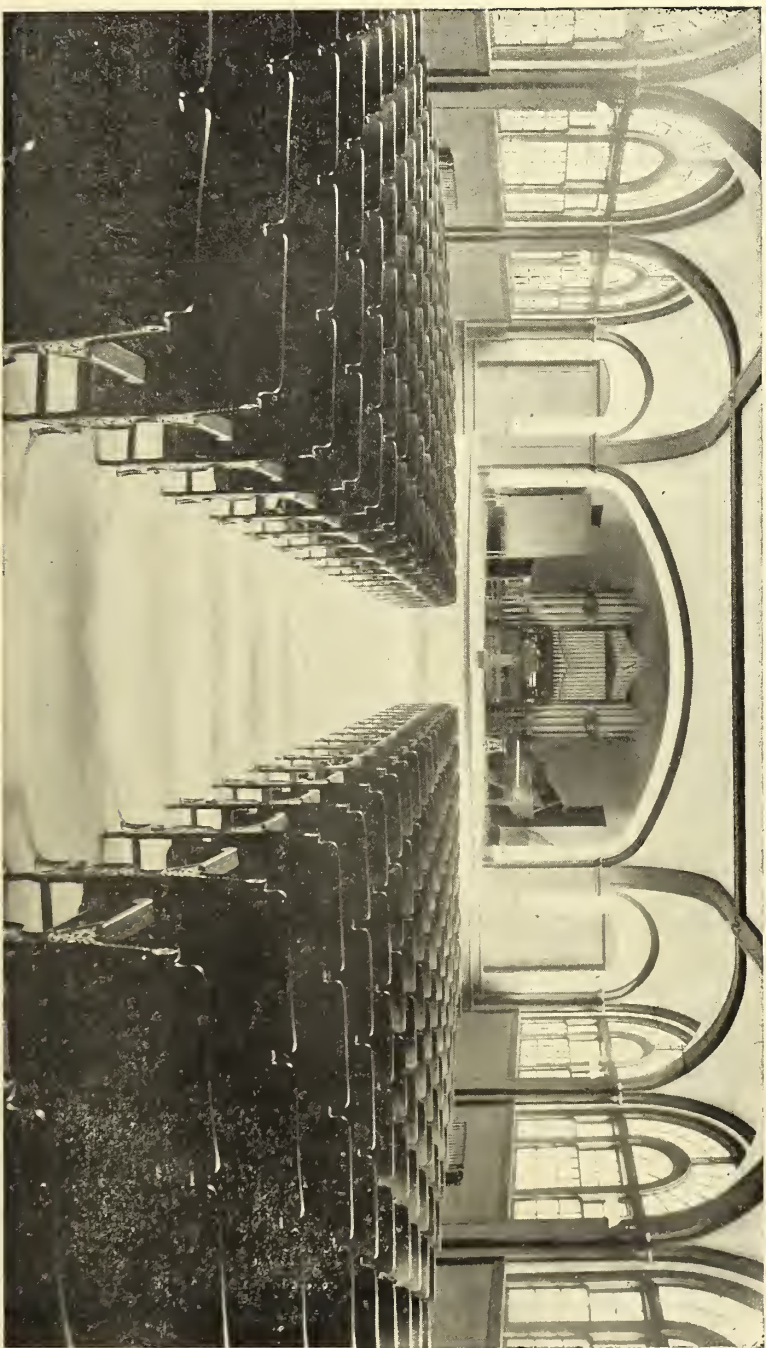
We did not get funds for remedying this condition, so I take the liberty of again asking for an appropriation of two thousand (\$2,000) dollars for this purpose. It is imperative that these floors have attention before another session opens.

#### (g) GENERAL REPAIRS

The sum of one thousand (\$1,000) dollars will be needed for painting and keeping the buildings in proper shape for the next biennium.

A little repairing here and there at the right time prevents rapid deterioration and a final heavy expense. We try to keep our buildings in perfect condition and inspection is invited at all times; but with the yearly wear and tear, added to the natural destructive tendency of children and young people, it means a constant outlay of money.





AUDITORIUM





## (h) BOOKS FOR LIBRARY

The sum of five hundred (\$500) dollars is asked for additions to our library. This is one of the standing biennial requests of the School and manifestly needs no explanation.

## (i) ATHLETICS

Laying aside the recognized necessity of physical exercise for growing children, the advertising the School received during the past two years in sending our athletic teams out into the State and combatting with other teams on our own grounds was well worth the appropriation of five hundred (\$500) dollars given us two years ago. We feel that this money was judiciously spent and beneficial in more ways than one. We therefore ask for the same amount for the next biennium.

## (j) DRYING ROOM

A drying room for our laundry is badly needed and we ask for five hundred (\$500) dollars for installing one.

## (k) PIANOS AND SCHOOL-ROOM FURNITURE AND APPARATUS

Two new pianos are needed to replace those worn out. It is an injustice to a pupil to expect him to become a finished musician without first class instruments upon which to receive his lessons and to practice. The two pianos to be replaced have been in use over fifteen years.

Small amounts are desirable for various educational devices and apparatus. Some additional school-room furniture is also needed. One thousand (\$1,000) dollars will cover what is desired along this line.

## (l) SCHOLARSHIPS

The question of higher education for the graduates of this school is a serious one. While the State makes ample preparation for the higher education of her normal child, none is made for the sub-normal child. A premium should not be put upon the ambitions of our graduates who seek a higher education. Their struggle for an education is severe by the very nature of their sub-normality and every reasonable assurance and encouragement should be given them in their commendable educational endeavors.

Again I quote from my last report:

"Today higher education is within reach of almost any ambitious and persevering normal boy or girl. This School is turning out worthy graduates who are desirous of taking an academic education; but the cost of attending a college or university is in most cases prohibitive for the reason that a blind student cannot secure the necessary text-books in an embossed form. To pursue his studies he must employ the services of some one to read for him. This is quite expensive.

Some aid should be extended these ambitious deaf and blind boys and girls of Florida who desire to minimize their affliction and to rise to work out in life something worth living for.

Many of our neighboring States grant these scholarships. I feel that Florida will not lag behind.

For the next two years I ask one thousand (\$1,000) dollars for this purpose. Any unexpended balance to go toward further purchase of books for the library."

#### (m) ELECTRIC TIME AND PROGRAM CLOCK AND BELL SYSTEM

To install an electric time and program clock and bell system the sum of five hundred (\$500) dollars is asked for.

#### (n) LINOTYPE

In the vocational training of our pupils we face a most serious and obstinate question. By reason of their deafness or blindness they are barred from the thousand and one common every day means of earning a livelihood.

Of late years many deaf graduates of similar schools have become successful linotype operators. This no doubt opens up for this class of people a very attractive and remunerative occupation.

We want to fit our boys to become successful and up-to-date linotype operators.

For the installation of this machine it will take two thousand (\$2,000) dollars.

#### (o) DINING HALL FOR COLORED DEPARTMENT

For the small appropriation allowed us in 1915 we were able to erect a building large enough for administrative and class-room work and for dormitory purposes. Some



DINING ROOM



provision had to be made for a dining-room, kitchen and laundry for this department. One wing of the old frame buildings recently razed was moved to the rear of the newly erected building and serves temporarily these purposes. This old frame building, however, is in a bad state of repair; in fact, almost beyond repairing. We do not think our judgment can be justly criticized when we assert that it is an economical proposition to replace at once this old frame structure by one in keeping with the main building.

To construct this building in a plain manner, making it two stories, the upper one to be used as rooms for colored help to the white department, will cost about eight thousand (\$8,000) dollars.

We respectfully ask for this amount.

### Summary of Needs.

Cottage for Primary Pupils.....	\$50,000.00
Reclaiming and Purchase of Land.....	12,500.00
Campus .....	6,000.00
Fencing .....	3,000.00
Artesian Well and Irrigation System .....	1,000.00
Tiling Dining Room and Kitchen Floors ..	2,000.00
General Repairs.....	1,000.00
Library.....	500.00
Athletics .....	500.00
Drying Room .....	500.00
Pianos, School-Room Furniture, Apparatus	1,000.00
Scholarships .....	1,000.00
Electric Time and Program Clocks .....	500.00
Linotype .....	2,000.00
Dining Hall for Colored Department .....	8,000.00
	<hr/>
	\$89,500.00



## Financial Summary, 1914-1915

## CURRENT EXPENSES

## RESOURCES :

Educational Fund		\$29,409.63
Incidental Fund :		
Receipts	\$ 224.00	
Balance July 1, 1914	947.54	
Total		<u>\$ 1,171.54</u>
Total receipts for the year ending July 1, 1915		<u>\$30,581.17</u>

## EXPENDITURES :

Salaries and labor	\$14,889.89	
Equipment, furniture and apparatus	1,849.26	
Heat, light and water	2,893.40	
Postage, stationery and office supplies	271.04	
Printing and advertising	139.00	
Repairs	668.95	
Travelling expenses	1,014.32	
Freight and express	24.55	
Food stuffs	7,048.69	
Books and publications	177.67	
Miscellaneous expenses	436.19	
Total expenditures for year ending July 1, 1915		<u>\$29,412.96</u>
Balance carried forward July 1, 1915		<u>\$ 1,168.21</u>

## STATEMENT BY FUNDS

## Educational Fund :

Receipts	\$29,409.63	
Expenditures	29,412.96	
Deficit July 1, 1915		\$ 3.33

## Incidental Fund :

Receipts	\$ 1,171.54	
Expenditures	None	
Balance July 1, 1915		<u>\$ 1,171.54</u>
Total balances, July 1, 1915		<u>\$ 1,171.54</u>
Less deficit,	\$ 3.33	<u>3.33</u>
Net balance carried forward July 1, 1915		<u>\$ 1,168.21</u>



## Financial Summary, 1915-1916

## CURRENT EXPENSES

## RESOURCES :

Educational Fund	\$32,500.00	
Less overdraft July 1, 1915	3.33	
	<hr/>	\$32,496.67
Incidental Fund :		
Receipts	\$ 251.00	
Balance July 1, 1915	1,171.54	
	<hr/>	\$ 1,422.54
Total receipts for year ending July 1, 1916		\$33,919.21

## EXPENDITURES :

Salaries and labor	\$16,056.97	
Equipment, furniture and apparatus	2,952.37	
Heat, light and water	2,512.84	
Postage, stationery and office supplies	357.60	
Traveling expenses	439.55	
Freight and express	37.63	
Foodstuffs	7,455.85	
Books and publications	99.22	
Miscellaneous expenses	570.41	
	<hr/>	
Total expenditures for the year ending July 1, 1916		\$30,482.44
Balance carried forward July, 1, 1916		\$ 3,436.77

## STATEMENT BY FUNDS

## Educational Fund:

Receipts	\$32,496.67	
Expenditures	30,482.44	
	<hr/>	\$ 2,014.23
Balance July 1, 1916		

## Incidental Fund:

Receipts	\$ 1,422.54	
Expenditures	None	
	<hr/>	\$ 1,422.54
Balance July 1, 1916		
Net Balance carried forward July 1, 1916		\$ 3,436.77

## Special Funds, 1914-1915

### RESOURCES:

Balances brought forward, July 1, 1914	\$ 715.41
Old appropriations	
For Equipment of Industrial Building	90.86
For Laundry and Heating Plant	12,981.76
For re-adjustment of Administration Building	1,449.43
For Pianos and Books	149.97
For repairs to old building	4,889.03

Total Resources, July 1, 1914	\$20,276.46
----------------------------------	-------------

### EXPENDITURES:

For campus improvement and land	\$ 1,252.25
For heating plant and laundry	12,796.59
For re-adjusting Administration Building	712.60

Total expenditures for year ending July 1, 1915	\$14,761.44
--	-------------

Balance carried forward July 1, 1915	\$ 5,515.02
--------------------------------------	-------------

## Special Funds, 1915-1916

### RESOURCES:

Balances brought forward July 1, 1915:	
For Repairing old building	\$ 5,515.02
For Hospital	12,500.00
For Negro Building	12,500.00
For Athletics	500.00
For Repairs	1,000.00
For Apparatus	1,000.00
For Campus	1,000.00
For Library	500.00

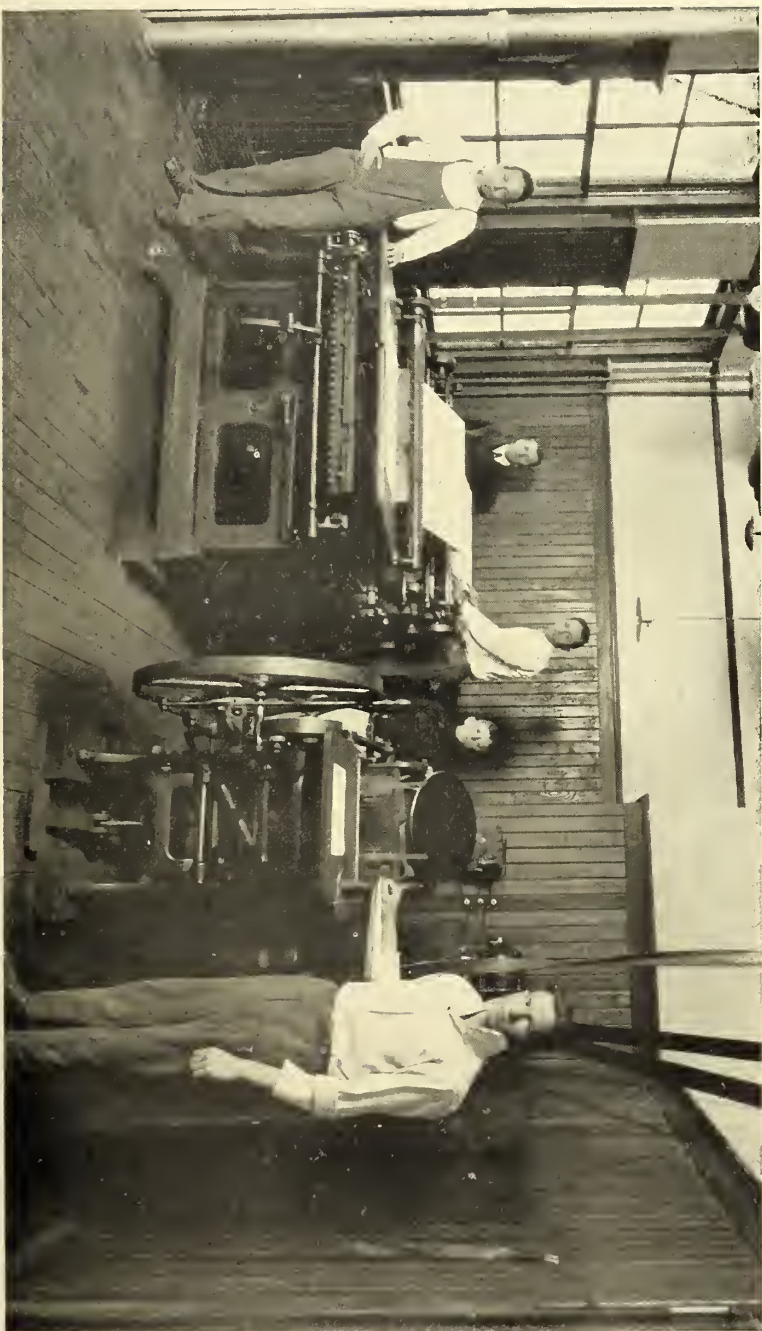
Total Resources, July 1, 1915	\$34, 515.02
----------------------------------	--------------

### EXPENDITURES:

For Repairs Old Building	\$ 1,828.77
For Hospital	29,150.00
For Negro Building	
For Campus	716.00
For Library	128.00

Total Expenditures for year ending July 1, 1916	\$31,822.77
--	-------------

Balance carried forward July 1. 1916	2,692.25
--------------------------------------	----------



PRINTING DEPARTMENT—PRESS ROOM



## Appropriation for Support

For the support of the School in all its branches for the coming biennium we ask for \$37,500 for each year, or \$75,000 for the biennium. This is an increase of \$5,000 per year over the appropriation of 1915. The asked-for increase is made necessary by the continued rise in price of practically all food stuffs, a normal growth in enrollment, and a demand for better salaries to our teachers and officers.

When carefully considered from a most exacting financial viewpoint we feel that the amount asked for support of the School is a very modest one. Especially so when it is remembered that out of this fund and this fund alone we must provide board, lodging, lights, laundry, fuel, attendance, medical attention and tuition for from 160 to 170 pupils.

We have always been able to carry on uninterruptedly and satisfactorily the activities of the School within the statutory allowances so generously appropriated every two years to our use. And we feel that to make sure of the continued success of the School that the above estimate is a most modest and reasonable one.

## Conclusion

In conclusion I beg to thank your Board for its continued devoted interest in the School, for its careful provision for our wants, and for its generous sympathy and interest in everything pertaining to the welfare of the students.

Whatever advance this School may have made during the past few years is due in a large measure to your wise counsel and advice.

Respectfully submitted,

A handwritten signature in dark ink, reading "A. H. Walker". The signature is written in a cursive, flowing style with a large initial "A" and "H" that are connected to the rest of the name.

PRESIDENT.

## HISTORY OF SCHOOL

To tell the history of the school properly, with the intertwining and overlapping of the lives of those connected with it in its formative period, and afterwards, would be to write partial biographies of the lives of these men and women. The school today is but the material embodiment of untold human endeavor, human energy, human aspirations, human sentiment, human fortitude and grace of those whose lives have touched it.

Its beginning was, like that of a number of similar schools throughout the country, closely identified with the labors of a deaf man—Mr. T. H. Coleman, of South Carolina.

In the *American Annals* of the Deaf, Vol. XXVIII, P. 142, we find the following :

“Proposed Institution in Florida.—Mr. T. H. Coleman, a graduate of the South Carolina Institution and of the National College, aided by other gentlemen, is endeavoring to interest the legislature of Florida in the establishment of an institution for the deaf. Florida is the only State of the Union that has hitherto made no provision for the education of its deaf children. According to the last census there are 119 deaf-mutes in the State, of whom 78 are under the age of 25. The Governor of the State approves the enterprise in his annual message, and advises that a portion of the common school fund be set apart, under the direction of the State Board of Education, for this worthy object.”

This was in 1883, at the time when Hon. W. D. Bloxham was governor of the State. It is also recorded in *American Histories of the Deaf*, Vol. II, under the head of “The Florida Blind and Deaf Mute Institute” that “Governor Bloxham’s interest in the proposed school did not end with his term of office; he has ever since manifested the warmest feeling for the prosperity of the Institute.”

Mr. E. K. Foster, who was at this time Superintendent of Public Instruction, makes favorable mention of the proposed Institute.

Mr. Coleman, the founder of the school—if the word “founder” be taken to mean the one who first conceived and



carried to completion the idea that Florida should have a school for her deaf and blind children—makes the following statement in the above history referred to :

“As to my connection with the founding, it dates from the spring of 1882, when, in looking around for a field of usefulness, Florida seemed one of the most inviting. This was prior to my graduation from the College at Washington. With a view of cultivating the field, a correspondence was opened with His Excellency, Governor W. D. Bloxham. He was favorable to the project from the outset. The correspondence was kept up until I finished my course at college in the following June, during my stay at home in the summer, and also in the fall and winter while I was at Mandarin, Fla., whither I had gone in order to be better located to carry on the work. Through the kindness and influence of Dr. E. M. Gallaudet, the census statistics were procured for the information of the Governor and the legislature; likewise all other available facts bearing on the subject that could be had. The Governor recommended the matter favorably to the legislature at the session of 1882-83 and that body granted an appropriation to build and equip the school. During the session a limited correspondence was carried on between a few of the most interested members and myself. After the appropriation was secured, proposals were invited for the site, and that of St. Augustine was selected. The buildings were in course of erection during 1884, and were ready for opening early in 1885. When the time to organize came, I declined to be a candidate for the position of head of the school—my health then being bad—but desired the position of chief teacher, to which I was elected. Mr. C. H. Hill, now at the head of the West Virginia School, was chosen principal, and Mrs. M. D. Taylor, of St. Augustine, matron. For some reason Mr. Hill did not take charge, and Mr. Park Terrell was then appointed. The school was opened in the early part of February, 1885. I was in charge of the buildings a few weeks before Mr. Terrell came, and no pupils arrived until, I believe, about the middle of May.”

Superintendent of Public Instruction A. J. Russell, who came into office in 1883, makes this reference in his report for that year :

“I found upon the record that my predecessor had advertised for proposals for the location of the Institute, and that the best offer had been made by the city of St. Augustine, consisting of five acres of land immediately adjoining the northern limits of the city and delightfully situated, and one thousand dollars in cash. This offer was accepted by the board of managers in consultation with the Governor, and deeds of the land were made to the State in the name of the board and their successors, and five hundred dollars of the money paid into the treasury; plans were made consisting of a group of buildings for the accommodation of both races, separately, both as to living and study. Advertisements were made for proposals of erecting them, and that of Wm. A. McDuff being the lowest, amounting to \$12,749, the contract was awarded him. I have the pleasure to report their completion in a substantial and satisfactory manner. With a view to a proper organization, the board have elected Professor C. H. Hill, of the Deaf-Mute Institute of Maryland, as principal, in consultation with whom the corps of officers and instructors, etc, will be completed and the Institution made ready for the reception and instruction of these unfortunate children.

It affords me great pleasure to report the universal approval on the part of the people of the State everywhere of the act providing for the education of these unfortunates.

Of course it is to be sustained and operated by annual appropriations made by the legislature, and I earnestly recommend a suitable appropriation as necessary for the equipment and support of the Institute.”

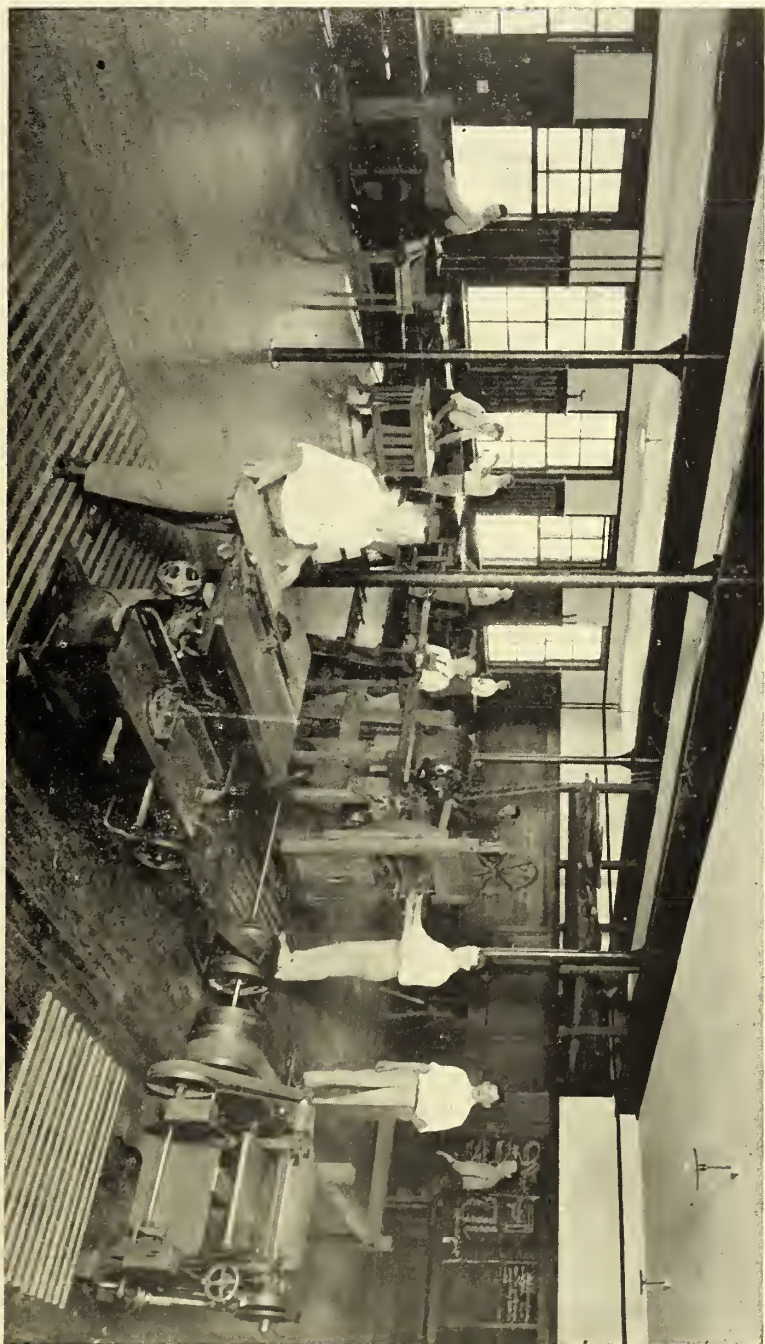
The act, providing for the Institute, was passed by the legislature of 1883, one year after Mr. Coleman began his correspondence with Governor Bloxham.

This is the act :

#### CHAPTER 3450—(No. 38.)

*An Act to Provide an Institute for the Blind and Deaf and Dumb in this State.*

The People of the State of Florida, represented in Senate and Assembly, do enact as follows :



CARPENTER SHOP



SECTION 1. That the members of the State Board of Education, namely, the Superintendent of Public Instruction, the Secretary of State and the Attorney-General, together with the Governor, are hereby constituted the trustees of an institute, hereinafter provided for, under the name of the Board of Managers of the Florida Institute for the Blind and Deaf and Dumb.

SECTION 2. That said board of managers are hereby empowered and directed to secure by donation, purchase, or otherwise, suitable grounds and buildings for the purpose of providing an asylum for the indigent blind and deaf and dumb in this State, said grounds and buildings to be located at some healthy, convenient, and accessible point in the State.

SECTION 3. It shall be the duty of said board of managers to make provision for the education, maintenance, and care of all persons residing in this State between the ages of six and twenty-one years, who may be blind or deaf and dumb, who are not able to educate and maintain themselves: Provided, however, That any person who may be blind or deaf and dumb, but who may be possessed of sufficient means to educate himself, shall be received and cared for in said institution, and enjoy the advantage thereof, by paying such an amount per annum as may be necessary to cover the actual cost of his education and support.

SECTION 4. Any person desiring admission into said institute shall apply to the county commissioners of the county in which he or she may reside, and it shall be the duty of said county commissioners to examine into the pecuniary condition of the person making application, and upon satisfactory evidence that said applicant is unable to educate and support himself, they, the said county commissioners, shall issue a certificate to the applicant to that effect, and upon receipt of the said certificate such applicant shall be received into the asylum.

SECTION 5. It shall be the duty of said county commissioners to supply said applicant with means of transportation to said institute.

SECTION 6. It shall be the duty of the board of managers to provide for the inmates of said institute necessary bedding,



clothing, food, and medical attendance, and such other conveniences as may be essential to health and comfort of said inmates.

SECTION 7. Said board of managers shall also provide for the education of the inmates of said institution by employing such teachers as may be competent to instruct both the blind and deaf and dumb, and fit them for aiding in earning a support, and in sharing the enjoyments of life.

SECTION 8. Said board of managers shall at each session of the General Assembly make to that body a report of its dealings and doings with a statement of their expenditures for the support of said institute.

SECTION 9. That for the purpose of putting in operation and maintaining said institution the sum of ten thousand dollars for the year 1883, and a like amount for the year 1884, be, and the same is hereby appropriated, with discretion on the part of the board of managers to expend the whole of said sum, or so much therefore as may be necessary, in the proper inauguration and progress of the work of establishment and maintenance of the institute."

Approved March 5, 1883.

The law has since been revised, but the changes have been in great part verbal and the provisions of the statute have not been materially changed.

The law directed that the members of the State Board of Education, under the name of Board of Managers, have charge of the school. In 1903 the legislature passed an act relieving the Board of Education from the care of the school and authorized the Governor to appoint a Board of Trustees to manage the affairs of the school. Pursuant to this act, Governor Jennings appointed the following members:

J. M. Rivers, of Gainesville; J. M. N. Peacock, of Pine Mount; H. J. Drane, of Lakeland; J. W. Estes, of St. Augustine, W. A. McWilliams, of St. Augustine.

After confirmation by the Senate, this Board met and organized July 5th, 1903, by electing W. A. McWilliams, President and J. W. Estes, Secretary.

This Board was continued for two years only when in 1905 the "Buckman Bill" abolished the board of trustees and





RUG-WEAVING ROOM



placed the school under the management of the newly created State Board of Control. This Board also has supervision over the State University and College for Women. This act also changed the name of the school from Florida School for the Blind, Deaf and Dumb back to the Institute for the Blind, Deaf and Dumb. The former name was changed by the Legislature in 1903 when the school passed from under the care of the State Board of Education to that of the Board of Trustees. At the 1909 session of the legislature the change was made to the present name—The Florida School for the Deaf and the Blind.

In accordance with the act of the legislature of 1905 creating the Board of Control, Governor Broward appointed as members of this Board, N. P. Bryan, Jacksonville; P. K. Yonge, Pensacola; Dr. N. L. Brown, Eustis; Nathan Adams, White Springs; and T. B. King, Arcadia.

Mr. Adams resigned after serving for several months and J. C. Baisden, of Live Oak, was appointed to fill the position.

In 1907, Dr. Brown resigned and E. L. Wartmann, of Citra, was selected to fill this vacancy. In 1909, the terms of three of the members having expired, Governor Gilchrist reappointed Mr. Yonge. The other two new members were F. P. Fleming, Jr., of Jacksonville, and W. D. Finlayson, of Old Town. The State Board of Control at present consists of Hon. P. K. Yonge, chairman, Pensacola; Hon. T. B. King, Arcadia; Hon. E. L. Wartmann, Citra; Hon. F. E. Jennings, Jacksonville; Hon. W. D. Finlayson, Old Town.

The only change in this Board since 1909 is the retirement of Hon. F. P. Fleming and the appointment of Hon. Frank E. Jennings, of Jacksonville, by Gov. Park Trammell. This was in June 1913.

Mr. J. G. Kellum has held the responsible position of secretary to the Board from its organization up to the present time.

# ROSTER OF STUDENTS

1914-1915 and 1915-1916

<i>Name of Student</i>	<i>County</i>
<b>DEAF BOYS</b>	
1. Anderson, Robert .....	Washington
2. Blue, Dalton.....	Washington
3. Boatwright, Hugh.....	Suwanee
4. Brown, Leslie.....	Hamilton
5. Cannello, Angelo.....	Hillsboro
6. Carter, Albert .....	St. Johns
7. Clemons, Edward .....	Hillsboro
8. Dean, Walter.....	Polk
9. Eidle, Louis.....	Putnam
10. Ficarotta, Phillip.....	Hillsboro
11. Forde, Duward.....	Duval
12. Hall, Lee.....	Duval
13. Haddad, Khaleel.....	Polk
14. Harbuck, Paul.....	Hamilton
15. Hay, Elzie.....	Polk
16. Hoagland Robert.....	Duval
17. Holland, Carl.....	Volusia
18. Holland, Luther.....	Volusia
19. Holloway, Albert.....	Orange
20. Howard, Claude.....	Dade
21. Hunter, Hayne.....	Columbia
22. James, Murray.....	Lee
23. Jennings, L. E.....	DeSoto
24. Kirby, Willard.....	Alachua
25. Knowles, Ralph .....	Monroe
26. Lewis, William .....	Columbia
27. Lightbody, Addin.....	Duval
28. Lightbody, Arthur.....	Duval
29. Lorenz, Ben.....	Osceola
30. Miller, John Tyra.....	Lake
31. Morris, Clarence.....	Alachua
32. Morris, Leon .....	Alachua
33. Motley, Neal .....	Holmes
34. Perez, Manuel .....	Hillsboro
35. Pooser, Julius.....	Polk
36. Puron, Gervacio .....	Hillsboro
37. Pusey, George.....	Hillsboro
38. Ratliff, Sam .....	Hillsboro
39. Rush, C. W. ....	Orange
40. Sessoms, Marvin .....	Orange
41. Shaw, Clarence.....	Walton



BROOM-MAKING—BLIND DEPARTMENT





42.	Shaw, Lewis .....	Walton
43.	Shivar, I. C. ....	Calhoun
44.	Skinner, Hardy .....	Lee
45.	Stephens, Glenn .....	St. Johns
46.	Virside, Antonio .....	Hillsboro
47.	Walker, Thomas .....	Levy
48.	Wetherby, Max .....	Volusia
49.	Wright, Gorham .....	Dade
50.	Wright, Herbert .....	Dade

## DEAF GIRLS

1.	Atkins, Helen .....	Pinellas
2.	Boyd, Iva .....	Putnam
3.	Brown, Minnie .....	Orange
4.	Castello, Anna .....	Hillsboro
5.	Castello, Josephine .....	Hillsboro
6.	Clemons, Annie .....	Hillsboro
7.	Combs, Mildred .....	Dade
8.	Cone, Clarabell .....	Hillsboro
9.	Crump, Mary Jim .....	Polk
10.	Day, Willie .....	Brevard
11.	Eigle, Marjorie .....	Putnam
12.	Fountain, Lois .....	Hillsboro
13.	Giles, Florence .....	Duval
14.	Glisson, Ruth .....	Putnam
15.	Goodbread, Jaunita .....	Dade
16.	Griffin, Gracie .....	St. Lucie
17.	Henderson, Bessie .....	Jefferson
18.	Hill, Clarice .....	Pasco
19.	Holland, Lily .....	Volusia
20.	Holland, Pearl .....	Volusia
21.	James, Fannie .....	Lee
22.	Johnson, Sarah F. .....	Duval
23.	Johnson, Sarah V. .....	St. Lucie
24.	Jordan, Ruby .....	Suwanee
25.	Leach, Beulah .....	Polk
26.	Lightbody, Irene .....	Duval
27.	Lorenz, Amalia .....	Osceola
28.	Mixson, Louise .....	Levy
29.	Motley, Ivry .....	Holmes
30.	Murray, Beulah .....	Volusia
31.	Padgett, Ruby .....	Osceola
32.	Parker, Cora .....	Lee
33.	Roberts, Eugenia .....	Lake
34.	Sawyer, Grace .....	Dade
35.	Sawyer, Fannie .....	Dade
36.	Snowden, Ethel .....	Bradford
37.	Spears, Allie .....	Manatee

38.	Thompson, Lorena .....	Manatee
39.	Tyson, Bertha .....	Pinellas
40.	Tyson, Blanche .....	Pinellas
41.	Varnes, Fannie .....	Bradford
42.	Wimberly, Exa Mae .....	Jackson

#### BLIND BOYS

1.	Albritton, Luther .....	Polk
2.	Butler, Willie .....	Duval
3.	Blanton, Charlie .....	Jefferson
4.	Bridges, Clinton .....	Polk
5.	Cannon, Luther .....	Duval
6.	Castello, Tony .....	Hillsboro
7.	Dye, Arthur .....	St. Johns
8.	Edgar, Ballard .....	Holmes
9.	Edgar, Tank .....	Holmes
10.	Glass, Sylvanus .....	Dade
11.	Gray, Lawrence .....	DeSoto
12.	Lane, Danforth .....	Dade
13.	Macy, Albert .....	Hillsboro
14.	Mastellar, Malcomb .....	St. Johns
15.	Orchard, Otto .....	Polk
16.	Pittman, Harry .....	DeSoto
17.	Somers, Percy .....	Duval
18.	Taylor, Frank .....	Hernando
19.	Wells, Hosea .....	Escambia
20.	Wheeler, Thomas .....	Dade
21.	Zepernick, Ernest .....	Escambia

#### BLIND GIRLS

1.	Ashley, Lola .....	Dade
2.	Bates, Mabel .....	Hillsboro
3.	Barksdale, Annie Lee .....	Orange
4.	Brown, Pearl .....	DeSoto
5.	Chasteen, Nora .....	Lake
6.	Clements, Ella .....	Polk
7.	Cox, Ruth .....	Columbia
8.	Dempsey, May .....	Dade
9.	Green, Ola .....	Duval
10.	Jones, Gladys .....	Volusia
11.	Kilbee, Lucy .....	Escambia
12.	Lowe, Mittie .....	Lee
13.	McRee, Mary Agnes .....	Hillsboro
14.	Nasarellah, Rosie .....	Duval
15.	Reed, Mamie .....	DeSoto
16.	Sikes, Bessie .....	Dade
17.	Sparkman, Ophelia .....	Duval
18.	Sturkey, Mabel .....	Orange
19.	Wheeler, Minnie .....	Dade



NEGRO DEPARTMENT



## Colored Department.

## DEAF BOYS

1.	Booker, Earl.....	Duval
2.	Brown, George.....	Putnam
3.	Brunson, Charlie.....	Gadsden
4.	Cason, Walter.....	Polk
5.	Collins, Willie.....	Leon
6.	Davis, Luke.....	Polk
7.	Dixon, Arthur.....	Orange
8.	Fernandez, Frank.....	Dade
9.	Goodin, Vandemus.....	Putnam
10.	Key, Albert.....	Marion
11.	Leggett, Charlie.....	Duval
12.	Mitchell, Sam.....	Alachua
13.	Robinson, Union.....	Duval
14.	Suggs, Walter.....	Alachua
15.	Walker, Elishus.....	St. Johns
16.	White, Cary.....	Jackson
17.	White, Page.....	Jackson

## DEAF GIRLS

1.	Conley, Almetta.....	Duval
2.	Daniels, Geneva.....	Dade
3.	Jackson, Daisy.....	Hillsboro
4.	Richardson, Louisa.....	Putnam
5.	Thomas, Mena.....	Volusia
6.	Valdez, Martina.....	Duval

## BLIND BOYS

1.	Farrow, John.....	Duval
2.	Porter, John.....	Gadsden
3.	Richardson, Allen.....	Franklin
4.	Sims, Wylie.....	Gadsden
5.	Stewart, John.....	Duval

## BLIND GIRLS

1.	Kelly, Grace May.....	Orange
2.	Purcell, Lizzie.....	St. Johns







FLORIDA SCHOOL FOR THE  
DEAF AND THE BLIND

SAINT AUGUSTINE

---

BIENNIAL REPORT

of the

PRESIDENT

---

1916-1918

---

ST. AUGUSTINE, FLORIDA  
PRINTED AT THE SCHOOL FOR THE DEAF AND THE BLIND  
1918



F4C  
1916-18

# FLORIDA STATE SCHOOL FOR

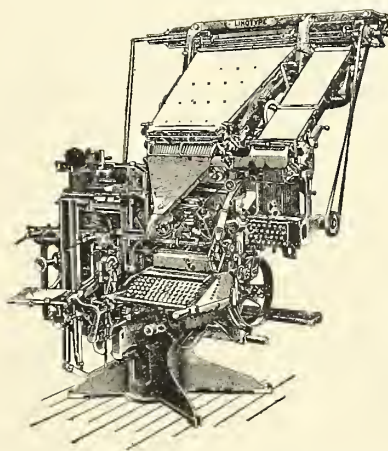


**T**HIS REPORT is produced complete  
by the deaf boys in the printing  
department of the school.



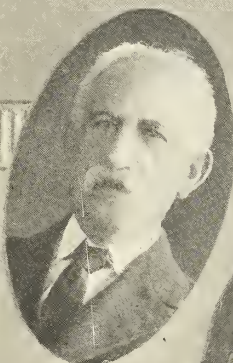
**I**N our industrial department various  
trades are taught the deaf and the  
blind pupils—such trades as are con-  
sidered practical for these young people  
to follow after leaving school and there-  
by earn a livelihood.





THIS REPORT is composed almost wholly on our linotype, Model 19, which was installed in the printing department during the fall of 1917 for the instruction of deaf students.

## STATE BOARD OF CONTROL



EL WORTH MANN



T.B. KING

W.C. LEARMAN  
CHAIRMAN

J.B. ROGERS



J. DIAMOND

BRYAN MACK  
SECRETARY

## State Board of Education

HIS EXCELLENCY, SIDNEY J. CATTS, *Chairman*.....Governor  
 HON. H. CLAY CRAWFORD.....Secretary of State  
 HON. VAN C. SWEARINGEN.....Attorney General  
 HON. J. C. LUNING.....State Treasurer  
 HON. W. N. SHEATS, *Secretary*.....Supt. Public Instruction

---

## State Board of Control

HON. JOE L. EARMAN, *Chairman*.....Jacksonville  
 HON. E. L. WARTMANN.....Citra  
 HON. T. B. KING.....Arcadia  
 HON. J. B. HODGES.....Lake City  
 HON. J. T. DIAMOND.....Milton  
 BRYAN MACK, *Secretary*.....Tallahassee





“Delightful task! to rear the tender thought,  
To teach the young idea how to shoot,  
To pour fresh instruction o’er the mind,  
To breathe the enliv’ning spirit, and to fix  
The generous purpose in the glowing breast.”





## Officers and Faculty

A. H. Walker, A. B., Litt. D., *President*

Miss Mildred Rees, *Secretary to the President*

### TEACHERS OF THE DEAF

O. W. Underhill, A. B.	Miss Annie Cobb
Eugene Hogle, A. B.	Miss Margaret Davis
Mrs. S. M. Moore	Miss Mary New
Miss Julia Savage	Miss Marie Pearson
Miss Theresa Bethel	Miss Dorothy Mitchell
Mrs. Rose M. Underhill	Miss Mabel I. Pearson, A. B.

### TEACHERS OF THE BLIND

H. Wilson Beaty	Miss Lucille Ferguson
Thomas A. Baucum	Miss Pearl Brown

### MUSIC DEPARTMENT

Miss Daisy B. Wilson—*Piano, Voice, Organ*  
*Violin and Orchestra*

### INDUSTRIAL DEPARTMENT

O. W. Underhill.....	<i>Printing Office</i>
Eugene Hogle.....	<i>Cabinet Shop</i>
Miss Willie McLane.....	<i>Dress-Making</i>
Miss Mabel I. Pearson.....	<i>Domestic Science</i>
Miss Lucille Ferguson.....	<i>Rug-Weaving</i>
Thomas A. Baucum.....	<i>Chair-Caning and Broom-Making</i>
Miss Pearl Brown.....	<i>Raphia and Bead Work</i>
Miss Lila Beaty.....	<i>Typewriting</i>

### DOMESTIC DEPARTMENT

Mrs. A. H. Walker.....	<i>Matron</i>
Miss Reka Folbrecht.....	<i>Housekeeper</i>
Miss Willie Weaver.....	<i>Asst. Housekeeper</i>
Dr. A. W. Underwood.....	<i>Physician</i>
Miss Willie McLane.....	<i>Supervisor of Girls</i>
Miss Mary Rhyne.....	<i>Supervisor of Small Boys</i>

### COLORED DEPARTMENT

W. R. Thomas, <i>Teacher, Deaf</i>	W. Rembert, <i>Teacher, Blind</i>
Virginia James, <i>Teacher, Deaf</i>	Katie Gregg, <i>Housekeeper</i>



ADMINISTRATION BUILDING

## President's Report

ST. AUGUSTINE, FLORIDA, November 1, 1918.

*To the Honorable State Board of Control,  
State of Florida.*

Gentlemen:-

I have the honor to submit herewith for your consideration a report of the history and progress of the Florida School for the Deaf and the Blind for the biennium beginning July 1, 1916 and ending June 30, 1918.

It is with great pleasure that I am able to record the continued prosperity of the school in all the branches of its activity. The attendance continues to increase from year to year and we find the school today rapidly outgrowing the facilities provided a few years ago for its growth. But even with this increased attendance there are, according to the most dependable data in hand, several hundred deaf and blind children of school age growing up in ignorance throughout the State.

The present enlightened standard of our commonwealth and the educational forwardness developed within the past few years will hardly let pass by unnoticed much longer such a condition of ignorance. To speedily remedy this state of affairs the school must have a representative in the field, searching out these children and prevailing upon parents to send them to school; and appropriations must be made for enlarged accommodations to take care of the greatly increased attendance which will necessarily follow.

Further on in this report under the head of "Needs" this feature of school expansion and extension will receive added attention.

Following the usual order of former reports, I submit the table of attendance for the past two years.

### Attendance

#### WHITE—

Deaf.....	103
Blind.....	45

#### NEGROES—

Deaf.....	28
Blind.....	9

---

185



## Summary by Counties

<i>County</i>	<i>No. of Students.</i>
Alachua.....	5
Bradford.....	2
Brevard.....	1
Calhoun.....	1
Columbia.....	5
Dade.....	12
DeSoto.....	4
Duval.....	30
Escambia.....	7
Franklin.....	2
Gadsden.....	5
Hamilton.....	1
Hernando.....	1
Hillsboro.....	15
Holmes.....	5
Jackson.....	7
Jefferson.....	2
Lafayette.....	1
Lake.....	4
Lee.....	5
Levy.....	1
Madison.....	1
Manatee.....	1
Marion.....	2
Monroe.....	1
Nassau.....	1
Orange.....	6
Osceola.....	6
Palm Beach.....	1
Pasco.....	3
Pinellas.....	6
Polk.....	12
Putnam.....	1
St. Johns.....	4
Santa Rosa.....	4
St. Lucie.....	1
Seminole.....	2
Suwannee.....	6
Volusia.....	6
Walton.....	3
Washington.....	2
Total.....	185

This period under review will stand out in the history of the school as one of still further advancement in all departments. The policy of the school has been broad and progressive. We strive in a high degree to meet the demands for the education of the deaf and the blind children of the State. These demands we conceive call for a high order of educational training in all departments. We use every effort to extend the field of our usefulness and to reach out and bring under the influence and training of the school every deaf and blind child entitled to its benefits within the borders of the State.

It is almost impossible to convey to the public mind in a report like this an adequate conception of the varied and long sustained work necessary for success in a school for deaf and blind children. Our work to be appreciated and taken at its full worth must be closely and thoroughly investigated through personal visits by the public to the school. We encourage such visits. The tedious and painstaking care on the part of the teacher of blind children to successfully educate cannot be explained in words. It must first of all be a work of love and co-existing with this love must be a sublime patience. To these qualities must be added an extensive and expensive preparation on the part of the teacher for this special line of pedagogical work. While the education of the blind child presents many varied and vexatious problems, his education is not fraught with so many difficulties as that of the deaf child. The blind child enters school with a medium of communication already established; he knows the cause of his new surroundings; he has an idea of the importance of an education. Upon entering school, his first lessons are directed toward the education of his tactile sense. This sense must be educated before he can take up the regular course of study prescribed by the school. The time necessary to educate this sense of touch depends largely upon the individual pupil—with some a month only may be required, with others a much longer period, and with a few it becomes impossible. When he is ready to take up the prescribed course of study, his advancement is necessarily slow, much slower than a normal child of the same mental development. This is obvious when it is remembered that he is substituting an improvised sense to do the work of the eye. Though slow, his progress is steady and sure, and on account of an introspective view of life, brain impressions are generally retained and ready for use. A completed education

to a blind student means that his general knowledge of things and his ability to handle facts and figures make him mentally outshine and tower above his normal brother. The educated blind boy or girl is entitled to genuine respect from his more fortunate brother or sister for his superabundance of patience and for the long sustained effort exerted to successfully prosecute the school's educational requirements to a termination.

The problem of educating deaf children is still more intricate. These children come to us at a very tender age with heart and mind in practically an infantile condition. It is the raw material of humanity, bruised and torn, and given over to the school to shape and fashion according to the highest ideals known to humanity. Here we have a deaf child—a wee little tot of six or seven—torn from the arms of a weeping, trembling, heart-broken mother, her very life it seems, and given over to the protection and training of the school. Thus begins the long and tedious task of moulding and fashioning the tender and bruised plant and nurturing it to wholesome and sweet growth. The child naturally comes to us spoiled, fractious, stubborn and unruly, caused by over-indulgences at home on account of his affliction. These habits have to be carefully and tenderly and gradually changed. His morals and manners must be given careful attention.

As to his education, a deaf child when he first enters school comes to us without any means of communication, except for his few personal wants—and these are generally made known by pointing or with crude gestures or signs; he knows not that he has a name; he knows not that there is a language. He lives in a little world wholly circumscribed by his own few necessities. His first lessons in the school are the writing by the teacher of the names of a few domestic animals on the blackboard and pointing to the same and then to the animals in the yard, or to a picture of the animal. A slow process! This may be kept up for a week, a month, or perhaps longer, until the child realizes and recognizes the connection. He is now gradually led further and further into the intricacies of the English language.

Under the system of oral instruction, the conditions are yet more intricate. Without sound he has no standard by which he can determine his own proficiency in his effort to modulate his voice and must depend upon the approving nod of the instructor.



Various and complex problems are constantly arising in the public schools of the country, but there are none to exceed the difficulties of teaching speech to the deaf. And it is only through the utmost patience and skill of faithful teachers that the deaf child can ever hope to be even partially restored to the place in society that is his rightful heritage.

### Methods of Instruction

We try to keep in touch with the educational centers of the country and study with care any suggested change or improvement in our present methods of instruction.

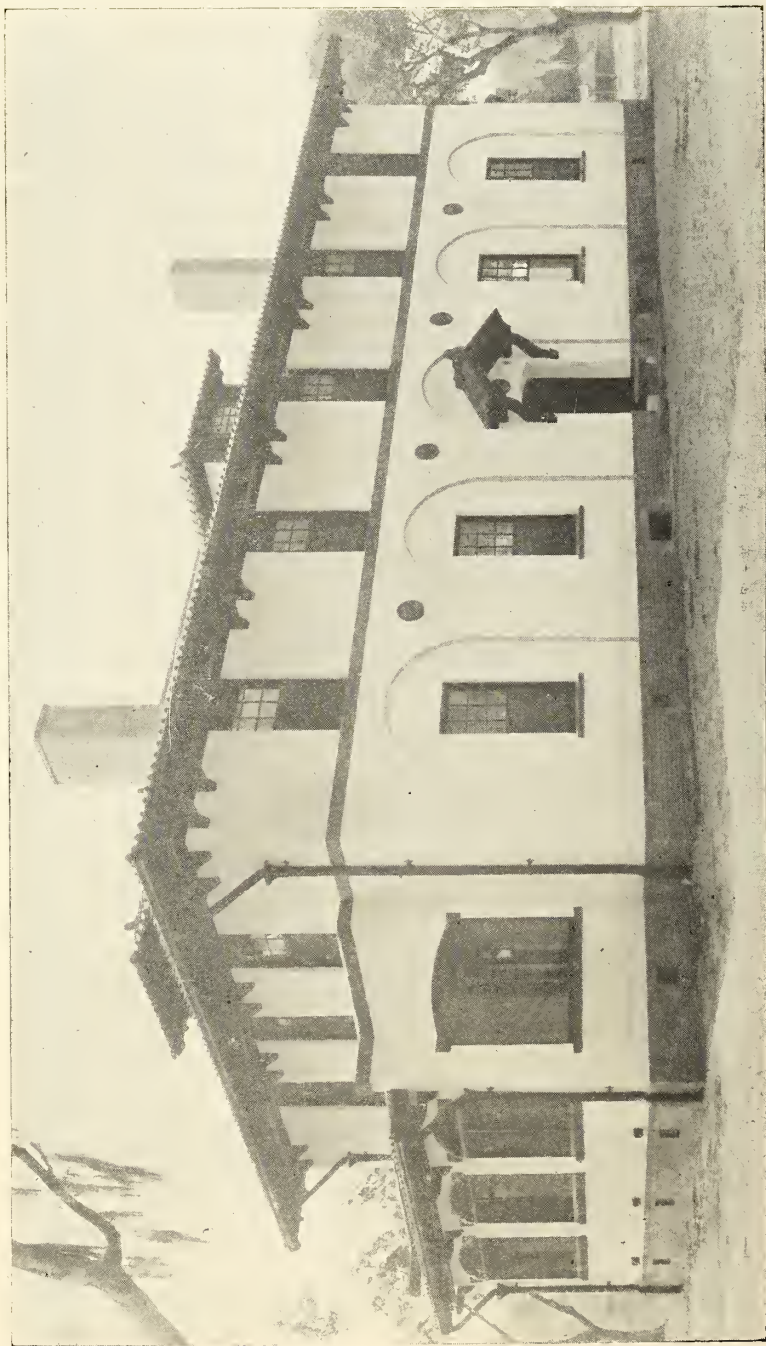
In the deaf department experience has proven that no one or single method will meet the needs of all the deaf children, therefore the combined method, or eclectic system, is used in the school. This method is in general use throughout the country. It is a method which includes all systems which the test of time has approved. Especial attention is given to oral instruction and every pupil, upon entering school for the first time, is placed under this method of instruction. If, after a fair trial, he shows no adaptability or progress, he is transferred to a manual class.

In the department for the blind modern methods of instruction have made it possible for the normal blind child to receive practically the same education as the seeing child. The New York point system is used, and a course of study outlined in accordance with the text books obtainable under this system.

The courses of study as outlined provide the pupils with a liberal education. Besides the course of study, the pupil is brought into contact with many helpful agencies which tend to render him more active, independent and resourceful. We have the hopeful spirit of self-activity and achievement in the school. Our pupils often enter school in a lowly state of despondency, but soon they discover the possibilities that lie above and beyond their infirmity and they are transformed into new children, full of zest and vigor. To attain its fullest mission, the school must be a source of inspiration to noble achievement and must unfold the possibilities of usefulness in our deaf and blind pupils.

### Health

The health of the school has been good. With the exception of a few slight ailments peculiarly related to child life or to growing children, the school has been singularly free from sickness.



HOSPITAL

Only one or two severe cases of illness during the biennium gave us any uneasiness at all. No deaths have occurred. The health record of the school continues to be one of marked satisfaction. The school has lost by death only one pupil in the past eighteen years and this death was from a constitutional malady beyond the skill of any physician. This healthy condition is no doubt due in large part to the splendid location of the school, and to the regular habits, wholesome food, and a proper assignment of work and play.

### Social Life

A confessed weakness in institutional life is the lack of proper social training. This is specially true of schools for the deaf and the blind. More value should be attached to the social side of our educational endeavors. Standing in relation of parents to child for many of the most impressionable years of a child's life, we must strive in every conceivable way to make the home training and home refinement second to no other school activity. To this end parties or school socials are given at stated times during the year and in addition formal and informal functions are given the pupils by the different officers and teachers. These diversions from the regular routine of school work also tend to break the monotony of school life, brighten the lives of the pupils, and refresh body, mind and soul for the duty of the morrow.

### Discipline

School life should be made as natural as possible. Rules and regulations have been reduced to a minimum, for self-control can come only through liberty and through freedom from artificial restrictions. Yet we do not extend liberty to the end that a child may do as he pleases. It is a liberty interpolated with daily suggestions. We strive to show our boys and girls that we believe in their good intentions. Seldom do cases come up for disciplinary attention. Our pupils are a well behaved and mannerly set of young people. And being busy and interested in their school activities, they need little disciplining.

### Household Department

The affairs of this department have received much care and attention and everything has been conducted with due regard for the comfort, health, and happiness of the pupils, teachers and officers. To the end that the efficiency of this department be sustained, perfect harmony is essential and this harmony has been



secured and preserved with little difficulty. The constant care of so large a household of defective children is no small task, and when it is realized that most of our children have to pass from irresponsible childhood into responsible manhood and womanhood under our protection, care and guidance, the magnitude of this responsibility may be partially understood. We strive to inculcate correct habits of life and high ethical conceptions of pure and refined living. The physical, mental and moral training are harmoniously blended in the daily school life and each receives the utmost care and attention.

Care and economy have been practiced at every point, and the expenditures have been kept well within the appropriation made for the maintenance of the school. The purchase, distribution, and consumption of supplies have received careful attention.

The housing, proper dietary and careful adjustment of clothing during the climatic changes is at all times a serious proposition, to say nothing of the educational development; all these require the undivided time and attention of those upon whom these duties devolve.

This department is well systematized and the health and general appearance of our pupils convey the assurance that they are well looked after.

### Department of Music

Not all blind pupils can receive musical training sufficient to enable them to follow it as a vocation after leaving school and thereby earn a livelihood. Some, however, do have the temperament, or the adaptability, to successfully complete the musical course and make it their chosen profession after leaving school. A large number of our blind pupils can never hope to develop into finished musicians; but shut off from the great world of nature and from the enjoyment of all those pleasures carried from the eye to the brain, we must forego trying to commercialize every instinct in the lives of these children, and try to scatter some happiness in compensation for the loss of sight. And in music they find a recreative enjoyment that has an esthetic value all their lives.

Instruction in this branch is given on the piano, pipe organ and violin. Voice culture also receives its proper attention. Competent instructors are employed for this department, and the progress of the pupils has been highly satisfactory.

## Industrial or Manual Training Department

We realize that we are facing an era in the history of our country where all industrial training must be further perfected and intensified. The present demands for the man and woman of some industrial training have never before been so urgent. This we realize is in great part on account of the extraordinary times in which we find ourselves, but the best thought obtainable now is that this demand will continue for many years to come and will not abate with the ceasing of hostilities.

Our Industrial Department is fulfilling in many ways the object for which it was created. The printing office and cabinet shop are proving their usefulness in turning out boys who can easily find employment at good wages. The broom-shop and chair-caning department are doing good work. The rug-weaving department inaugurated a year or so ago has not been in operation a sufficient length of time to prove its worth, but we hope it will eventually prove of sufficient value to continue it. The domestic science department continues its fine work in instructing our girls in the art of home-keeping and cooking. The instruction in sewing, crocheting and knitting continues to be an important feature in this department.

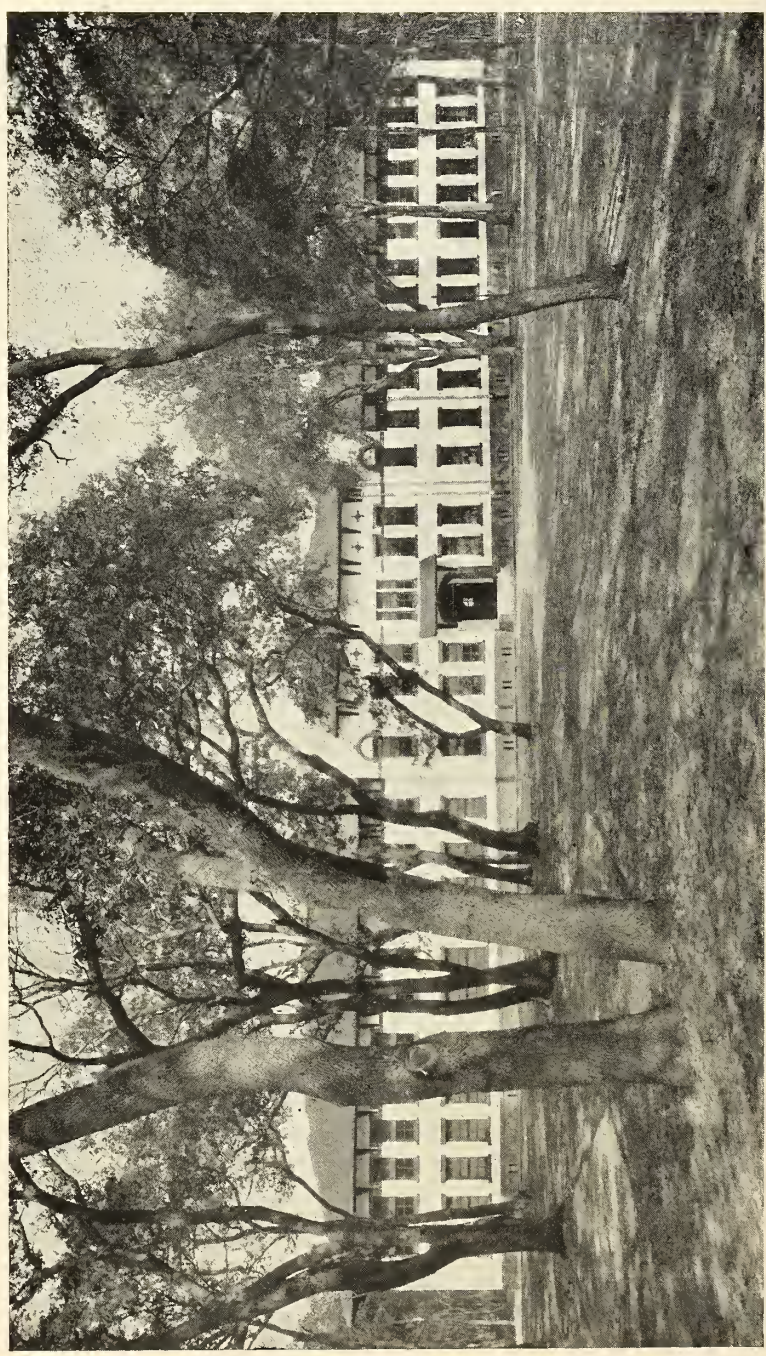
We, however, feel the need of expansion here, but for lack of room we can add no new features until dormitory space is provided for the boys of the school who now occupy the entire second floor of this building. We feel that the industrial side of our work must be enlarged and with the new buildings asked for in this report given us, we can put into operation several new phases of industrial training which will add very materially to this department.

However, we do not intend to lower the cultural standing of the school while striving to advance the vocational side. Both must be fostered and perfected as far as possible. The two subjects are coeval and should interlap in the curriculum of the school, giving due consideration at all times to the individual.

## Improvements

The Legislature of 1917 made an appropriation of \$23,000 for sundry items looking to the betterment of the property and the plant. The main item of \$10,500 in this appropriation for reclaiming five or six acres of swamp or overflowed lands on our eastern





INDUSTRIAL BUILDING



boundary has not been expended. This money, with an additional \$3,900 of this appropriation, remains still to our credit. The total of this unexpended balance is therefore \$14,000. We hope to have this land reclaimed before the end of the scholastic year.

### Needs

The present demand upon the resources of our commonwealth is unprecedented. I sincerely wish I could conscientiously leave a blank space under this heading. Even as it is, I approach the subject with a sense of extreme care and caution.

The present high cost of living and the absolute necessity of more room for the further expansion and growth of the school demand serious attention. This two-fold condition obviously calls for larger appropriations than would be necessary were the times normal and the school plant of sufficient capacity to properly take care of the increasing numbers of our deaf and blind children.

In this prosperous era of our school we feel that a failure to finance it properly would almost amount to a calamity. And from a general knowledge of the desire of the people of Florida, made known by the many visitors to the school, through correspondence, and newspaper sentiment, the continued welfare of this school is near the heart of our people. They approve most heartily what has already been accomplished and we feel that any suggestion to curtail its usefulness by reason of insufficient funds would meet with widespread opposition.

There is an erroneous impression in the mind of many that the actual needs are magnified and that larger sums of money are asked for than that are really needed, and that this policy is pursued with no thought or hope of securing the funds for all the items or the entire amount asked for. Nothing can be further from the real truth of the situation. Not a single item is asked for that is not necessary, and only the pressing requirements of the school have been considered or brought to your notice.

I conceive it to be my duty to present in good faith only the real needs of the school, and in so doing to state actual sums necessary with the greatest accuracy possible, in order that I may really help those upon whom the final decision rests to deal fairly and justly with the interests in their keeping.

## (a) BUILDING FOR PRIMARY PUPILS

This building is part of a comprehensive plan determined upon a number of years ago. Up to the present time we have managed in an indifferent sort of way to house the pupils who have knocked at our doors for entrance. The time is now upon us when some provision must be made looking to the relief of the crowded condition of our present buildings. And we especially desire to segregate our small pupils. For the very best interest of the school the younger children should have separate buildings from the older pupils. There can be no question as to the wisdom of this statement.

At present the girls occupy the second story of the Administration Building for dormitory purposes and the boys are using the second floor of the Industrial Building for similar purposes. Neither building is adapted for dormitory purposes. Expediency only of a temporary nature forced this usage until the dormitories could be built. As it is, the boys and girls are cramped in their sleeping quarters. Besides, the rooms occupied by the girls in the Administration Building are badly needed for other utilities of the School. We realize the fact that this condition cannot be dissipated all at once and absolute relief afforded, but we do feel that some move should be made in the direction of alleviating the present condition as far as possible. And to that end we ask for an appropriation of \$110,000 for the erection of a building for our primary pupils. This building will be used exclusively by our small children, thereby beginning our much desired segregation plan. A postponement of this appropriation would mean that we would have to wait four years from the present time before securing relief from the unsatisfactory situation now confronting us. Without this building the progress of the school would be materially lessened during those years. Our growth must be provided for.

## (b) BUILDING FOR NEGRO SCHOOL

The Legislature of 1915 made an appropriation to construct a small building for school-room and dormitory purposes. No provision has since been made to complete this building. A dining-room and extra rooms for industrial purposes are needed. Some industrial training should be undertaken for the negro pupils. This cannot be done until we can secure a building, or part of a building, for this purpose. For the past several years we have been utilizing

as a dining-room, laundry and kitchen a portion of the dilapidated wooden structure once used for the white department. The upper floor of this old building now contains servants' rooms. It is no longer a part of economy to undertake further repairs on this old frame structure.

To put up an addition to the present building to satisfactorily take care of this department will cost \$15,000.

### (c) CAMPUS

In my last report I asked for an appropriation of \$6,000. Only \$3,000 was secured. We not only need the remaining \$3,000, but an additional \$2,000 to place our campus in keeping with our buildings and with our needs. I beg to quote in part what was said on this subject in my last report:

"Very little has been spent on our grounds. With our handsome buildings we must have attractive grounds. The two should blend into an eye-pleasing picture. We need about 3,000 square yards of concrete driveways. This driveway should extend in a semi-circle from the present driveway in the rear of the Administration Building passing by the Hospital, Service Building and Industrial Building. A continuation of the drives in front of the Administration Building to San Marco Avenue is desirable. The walk from the center of the grounds should also be carried to the Avenue. Shrubbery and various plants should be added to give attractiveness and lend a charm to our surroundings. The potential beauty of our grounds is very striking. But there may be those who ask why such an expenditure is needed for those who cannot see its beauty. We reply that experience has taught that blind children are not only alive to their surroundings, but respond to them; that the matter of environment to them is a basic one in their education. This is true of the deaf who see and is doubly true of the blind. Inheritance and environment are the two factors in life. Our pupils' inheritance we cannot change. It is often the poorest; hence the environment must be good enough to balance; in fact it can hardly be made too good. Undisputable is the assertion that we are the product of our environment; to what extent we cannot tell. We toil and labor for the proper spiritual condition. And we ask for funds to more fully perfect our physical environment."

An appropriation of five thousand (\$5,000) dollars is needed for the campus.



SERVICE BUILDING



## (d) SCHOLARSHIPS

The usual appropriation of one thousand (\$1,000) dollars is asked for this purpose. In former reports I have dealt at length upon the necessity of some small fund to place a higher education within the reach of our deserving graduates. The fund of \$1,000 appropriated by the last Legislature has made it possible for one of our graduates from the blind department to attend the State College for Women, and has also substantially aided two of our deaf students to attend The National College for the Deaf (Gallaudet College) at Washington, D. C.

Any unexpended balance of this appropriation to go toward further purchase of books for the library.

## (e) PIANOS AND SCHOOL ROOM FURNITURE AND APPARATUS

Several new pianos are needed. Small amounts are also desired for various educational devices and apparatus.

Two thousand (\$2,000) dollars will be necessary for these purchases.

## (f) NEW BOILERS

The life of a steam boiler in this section is between ten and twelve years. This rapid deterioration is caused by the use of the water from the city stand-pipe. This water is highly impregnated with sulphur and its corrosive agency is well known. Our boilers have almost reached the limit of their usefulness and they should be replaced at once by new ones.

A careful estimate as to the cost of replacing the old boilers with new ones will be two thousand and five hundred (\$2,500) dollars. This amount is therefore asked for.

## (g) ATHLETICS

We have no gymnasium. We must have physical training of some kind for our pupils. A small sum is asked for to equip and train our athletic teams and put them in the field where they can come in contact and compete with the high school teams throughout the State. The school has been represented by creditable foot-ball, basket-ball and base-ball teams during the past two years. The girls have developed one of the best basket-ball teams in the State.

Five hundred dollars have been given us for a number of years past and we feel that this money has been wisely appropriated, judiciously spent and its benefit proven to school in more ways than one.

We therefore ask for the same amount for the next biennium.

## (h) ELECTRIC TIME AND PROGRAM CLOCK AND BELL SYSTEM

A number of years ago when the school was small in numbers and in buildings one person and a hand bell was sufficient to punctuate the various periods of our daily program. We have outgrown this and now have to depend upon the various clocks and watches of a number of individuals whose duty it is to ring the bell throughout the day. The varying of these time-pieces causes much confusion and loss of time. It must also be remembered that our daily schedule is a very complex one. We have a schedule for the household, that is, a rising time, a bed time, meal hours, etc. We have a schedule for the deaf literary department and another for the blind, and still another for the department of music. The industrial department in the afternoon has its schedule also.

The deaf children must have the clock faces for their guides and the bells keep the blind pupils informed as to the hours and the schedules.

To bring precision and co-ordination out of this confusion, it is necessary to install an electric time and program clock and bell system. To do this will require the sum of one thousand (\$1,000) dollars.

## (i) LIBRARY BOOKS

The school must have two libraries—one in ink print for the deaf department and another in point for the blind department. Books for the library for the blind department are very expensive, but these libraries are most important factors in our educational scheme and it is necessary for us to constantly add to its efficiency by constantly purchasing new books.

For these libraries we ask for two thousand (\$2,000) dollars.

## (j) DAIRY HERD

When it is remembered that our school population consists largely of children between the ages of six and sixteen, the great necessity of providing a supply of good fresh milk for these growing children is at once apparent. We have practically no dairy at present.

We ask for two thousand and five hundred (\$2,500) dollars under this head.



## (k) EXTENSION DEPARTMENT

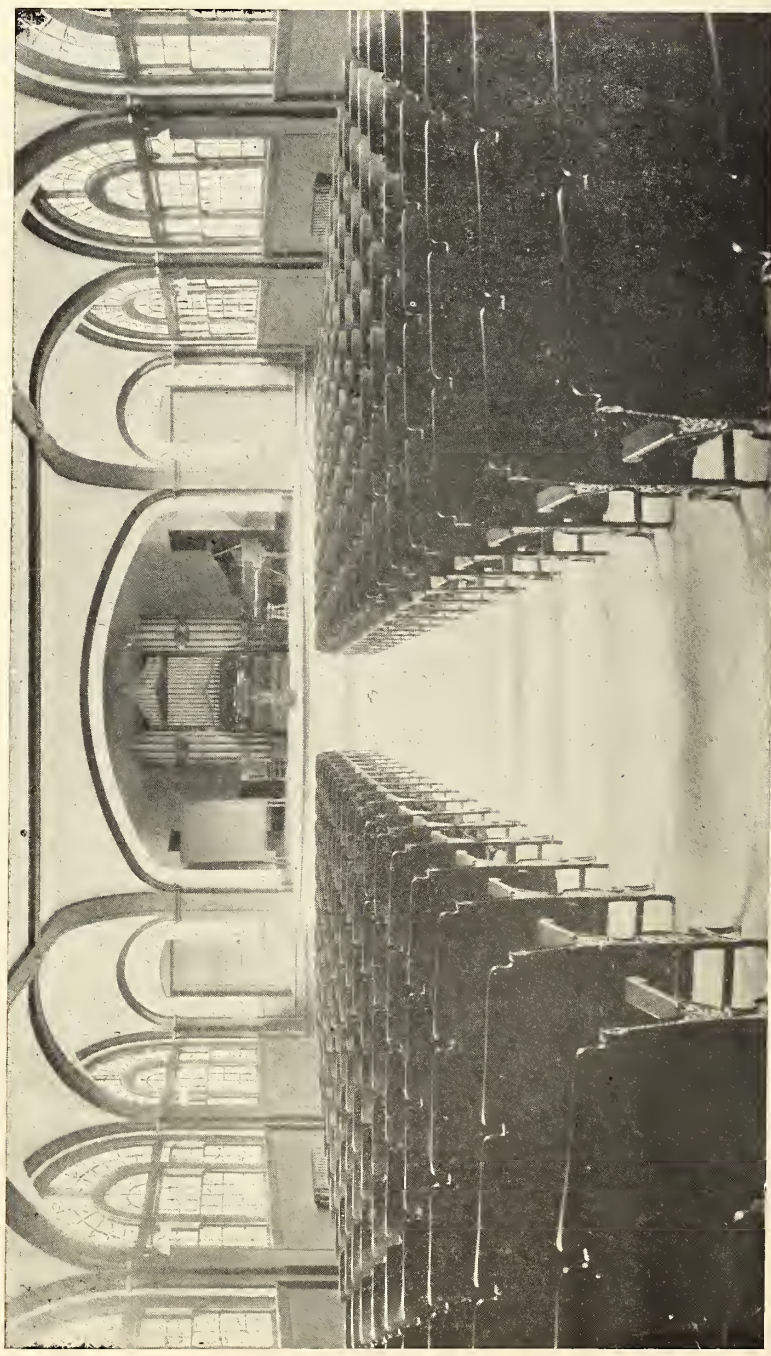
This school should have a representative to travel throughout the State looking to the accomplishment of several purposes.

There are many deaf and blind children in the State who should be here and are not. This is largely due to ignorance, cupidity, or misplaced affection of parents, and in a great many instances to the indifference of communities. A large number of these children will grow into adult life in a state of ignorance beyond the power of human comprehension unless some means are devised whereby the parents can be induced to send them to school. A representative from the school could visit these parents in their homes, come in personal contact with them, explain just what the school stands for and how it will take care of and educate their child. Visits like these are seldom resultless. Aside from the humane viewpoint of searching out and bringing these children to school, the economic value to the State should not be overlooked. Every child snatched from a life of dependency and trained to useful and upright living has its unit of value to the State.

This representative of the school could be helpful to an increasing number of adult blind in the State—especially those who have lost their sight after reaching maturity. People of this character are prone to despondency and melancholia and in many instances become a burden not only to themselves and to their relatives, but also to the community in which they live. Periodical visits could be made by our representative to these people. This representative would instruct these people how to read the raised print of the blind and possibly be helpful in suggesting ways or in assisting a number to become self-supporting, or partially so at least. We feel that results of a very satisfactory nature can be secured by establishing such an extension department in connection with the school. In our opinion this is far more desirable at present than establishing a home for the adult blind.

A most hopeless, a most pitiful sight is the mother when she first discovers that her baby is either deaf or blind. The school representative will seek out such homes as these and instruct the mother how to properly train and prepare the child for his school life when he reaches the age of six.

To do this work for the biennium, and to do it well—it is best not to undertake it if we cannot do it well—will necessitate an



AUDITORIUM

appropriation of seven thousand and five hundred (\$7,500) dollars. This money is to be expended for salary and travelling expenses of the representative and also to provide books for the indigent blind. Any balance to revert to the current expense account of the school.

### (1) GENERAL REPAIRS

The sum of two thousand (\$2,000) dollars will be needed for the general upkeep of the buildings for the next two years.

A little repairing here and there at the right time prevents rapid deterioration and a final heavy expense. We strive to keep our buildings in perfect condition and inspection is invited at all times; but with the yearly wear and tear, added to the natural destructive tendency of children and young people, it means a constant outlay of money.

### Appropriation for Support

In my report for the biennium of 1912-1914 under the above heading I called attention to the fact that the U. S. Commissioner of Education in his 1913 report gave the average per capita cost of the sixty-four schools for the blind as a little over \$328.00 and the average per capita of the hundred and forty-seven schools for the deaf at nearly \$297.00. This was in 1913. We are writing this in 1918 and are asking for a maintenance fund for 200 pupils for the years 1919-1920 and 1920-1921. Without any further noticeable increase in the present cost of living, we can continue the high standard of the school in all departments at an annual appropriation of sixty thousand (\$60,000) dollars, or one hundred and twenty thousand (\$120,000) dollars for the biennium. This is based upon an estimated attendance of 200 pupils and is less than the combined average per capita of the deaf and blind schools of the country five years ago.

The affairs of the school can be conducted upon a still cheaper basis, but economy and efficiency are the motives and a smaller appropriation than asked for would not conserve the best interests of the school; it would force an ingrain of false economy and non-efficiency into what is now a virile, wide-awake and progressive school.



## Summary of Needs.

1. Maintenance.....	\$120,000
2. Building.....	125,000
3. Campus.....	5,000
4. Scholarships.....	1,000
5. Piano and School-Room Apparatus.....	2,000
6. New Boilers.....	2,500
7. Athletics.....	500
8. Electric Time and Program Clock.....	1,000
9. Library Books.....	2,000
10. Dairy Herd.....	2,500
11. Extension Department.....	7,500
12. General Repairs.....	2,000

Total.....\$271,000

## Conclusion

In placing this report in your hands I am doing so with the utmost feeling of confidence that the needs of Florida's deaf and blind children will be given first consideration and that the careful provision you have always made in the past for their comfort and education will in no wise be lessened in the years just in front of us.

My thanks are extended to the Board for its continued and devoted interest in the school. I also desire to record my sincere appreciation for the confidence placed in me.

The school has much to be thankful for, but our greatest thanks are due to the members of the Board of Control, men composed of the very highest type and character, who have given of their time and thought freely, and without reward save that of the consciousness of duty well and faithfully performed.

Respectfully submitted,

*A. H. Walker,*

*President.*

## Financial Statement

FOR YEAR BEGINNING JULY 1, 1916, AND ENDING JUNE 30, 1917.

### EDUCATIONAL FUND

#### Resources:

Balance July 1, 1916.....	\$ 2,014.41
Appropriation by Legislature.....	32,500.00
Total Resources.....	\$34,514.41

#### Expenditures:

For Salaries.....	\$16,975.30	
For Equipment, Furniture, Apparatus.....	3,214.96	
For Heat, Light and Water.....	2,889.96	
For Postage, Stationery and Office Equipment.....	289.23	
For Buildings and Repairs.....	58.95	
For Traveling Expenses.....	1,003.92	
For Freight and Express.....	111.96	
For Feed Stuffs.....	8,561.45	
For Books and Publications.....	143.82	
For Miscellaneous Expenses.....	18.50	\$33,268.05
Unexpended Balance July 1, 1917.....		\$ 1,246.36

### INCIDENTAL FUND

#### Resources:

Balance July 1, 1916.....	\$ 1,422.54
Incidental Collections.....	214.50
Total Resources.....	\$ 1,637.04

#### Expenditures:

For Equipment.....	\$ 1,600.00	1,600.00
Unexpended Balance July 1, 1917.....		\$ 37.04

### BUILDING FUND

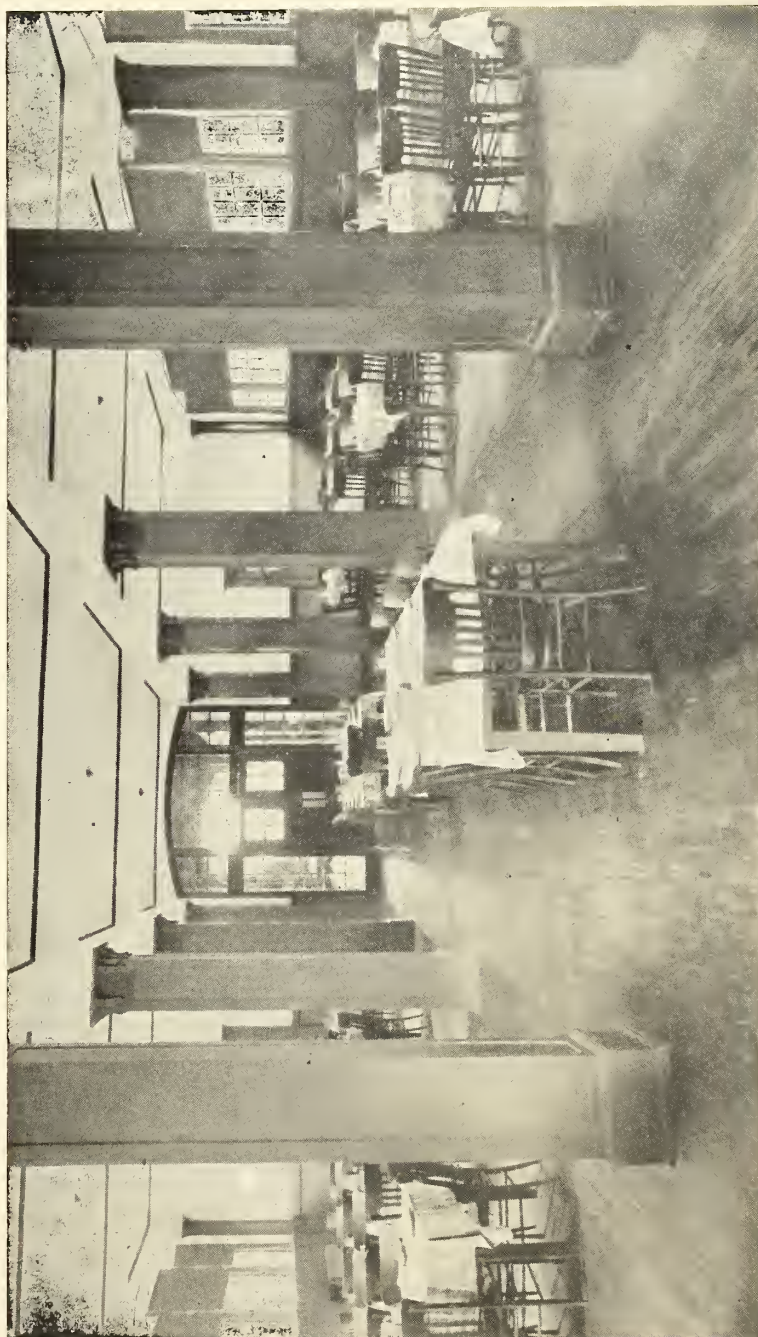
#### Resources:

Balance July 1, 1916.....	\$ 2,692.25
---------------------------	-------------

#### Expenditures:

For Special Equipment.....	\$ 1,742.54	
For Hospital and Negro Building.....	737.61	
For Athletic Field.....	202.30	\$ 2,682.95

Unexpended Balance July 1, 1917.....	\$ 9.30
--------------------------------------	---------



DINING ROOM



## Financial Statement

FOR YEAR BEGINNING JULY 1, 1917, AND ENDING JUNE 30, 1918.

## EDUCATIONAL FUND

*Resources:*

Balance July 1, 1917.....	\$ 1,246.36
Appropriation by Legislature.....	76,000.00
Total Resources.....	\$77,246.36

*Expenditures:*

For Salaries.....	\$18,023.47	
For Equipment, Furniture and Apparatus.....	2,093.72	
For Heat, Light and Water.....	3,262.79	
For Postage, Stationery and Office Expenses.....	717.81	
For Advertising and Printing.....	64.44	
For Buildings and Repairs.....	159.12	
For Traveling Expenses.....	1,186.15	
For Freight and Express.....	241.38	
For Feed Stuffs.....	10,586.56	
For Books and Publications.....	98.20	
For Miscellaneous Expenses.....	1,016.23	\$37,449.87
Unexpended Balance July 1, 1918.....		\$39,796.49

## BUILDING FUND

*Resources:*

Balance July 1, 1917.....	\$23,009.30
---------------------------	-------------

*Expenditures:*

For Reclamation of Land.....	\$ 402.57	
For Scholarships.....	200.00	
For Campus, Purchase of Land.....	2,500.00	
For Pianos and Furniture.....	300.00	
For Library.....	86.97	\$ 3,489.54
Unexpended Balance July 1, 1918.....		\$19,519.76

## INCIDENTAL FUND

*Resources:*

Balance July 1, 1917.....	\$ 37.04
Incidental Collections.....	320.50
Total Resources.....	\$ 357.54

*Expenditures:*

None.....	
Unexpended Balance July 1, 1918.....	\$ 357.54

## Roster of Students

*Name of Student**County*

## DEAF BOYS

1. ATES, HENRY.....	Santa Rosa
2. BLUE, DALTON.....	Washington
3. BOATWRIGHT, HUGH.....	Suwannee
4. BUXTON, FRANK.....	Polk
5. CANELLO, ANGELO.....	Hillsboro
6. CLEMONS, EDWARD.....	Hillsboro
7. DEAN, WALTER.....	Polk
8. ERPENBACH, STANLEY.....	Dade
9. FICAROTTA, PHILLIP.....	Hillsboro
10. FORDE, DUWARD.....	Duval
11. GODWIN, PETE.....	Polk
12. HADDAD, KHALEEL.....	Polk
13. HALL, LEE.....	Escambia
14. HARBUCK, PAUL.....	Hamilton
15. HAY, ELZIE.....	Polk
16. HOAGLAND, ROBERT.....	Duval
17. HOLLAND, CARL.....	Volusia
18. HOLLOWAY, ALBERT.....	Orange
19. HUNTER, HAYNE.....	Columbia
20. JAMES, MURRAY.....	Dade
21. JENNINGS, L. E.....	DeSoto
22. JONES, URIEL.....	Marion
23. KIRBY, WILLARD.....	Alachua
24. KNOWLES, RALPH.....	Monroe
25. LEWIS, WILLIAM.....	Columbia
26. LIGHTBODY, ADDIN.....	Duval
27. LIGHTBODY, ARTHUR.....	Duval
28. LONG, DAN.....	Gadsden
29. LORENZ, BEN.....	Osceola
30. MILLER, JOHN.....	Lake
31. MOTLEY, NEAL.....	Holmes
32. MORRIS, CLARENCE.....	Alachua
33. PARKER, CHARLES.....	Escambia
34. POOSER, JULIUS.....	Polk
35. PURON, GERVACIO.....	Hillsboro
36. PADGETT, WALMER.....	Suwannee
37. RANDALL, LAURENCE.....	Orange
38. RATLIFF, SAM.....	Hillsboro
39. RUSH, C. W.....	Orange
40. SAPP, RAYMOND.....	Osceola
41. SESSOMS, MARVIN.....	Orange
42. SHAW, CLARENCE.....	Walton
43. SHAW, LEWIS.....	Walton

<i>Name of Student</i>	<i>County</i>
44. SHIVAR, I. C.....	Calhoun
45. SHOOK, FLAE.....	Polk
46. SKINNER, HARDY.....	Lee
47. STEPHENS, GLEN.....	St. Johns
48. TERREL, MELVIN.....	Polk
49. THOMPSON, DESSO.....	Duval
50. VIRSIDA, ANTONIO.....	Hillsboro
51. WALKER, THOMAS.....	Levy
52. WRIGHT, GORHAM.....	Dade
53. WRIGHT, HERBERT.....	Dade

## DEAF GIRLS

1. ATKINS, DOROTHY.....	Pinellas
2. ATKINS, HELEN.....	Pinellas
3. BLACKWELDER, REBA.....	Pinellas
4. BROWN, MINNIE.....	Osceola
5. BREWER, MYRTLE.....	Dade
6. BRUNSON, EARLENE.....	Holmes
7. CASTELLO, ANNA.....	Hillsboro
8. CASTELLO, JOSEPHINE.....	Hillsboro
9. CLAWGES, ALICE.....	Hillsboro
10. CLEMONS, ANNIE.....	Hillsboro
11. COMBS, MILDRED.....	Dade
12. CONE, CLARABELL.....	Hillsboro
13. CRUMP, MARY JIM.....	Polk
14. DANIELS, VERA.....	Washington
15. DAY, WILLIE.....	Brevard
16. DAVIS, ETHEL.....	Santa Rosa
17. DAVIS, RUBY.....	Santa Rosa
18. FEARNSIDE, DIXIE.....	Madison
19. FOUNTAIN, LOIS.....	Hillsboro
20. GILES, FLORENCE.....	Duval
21. GLISSON, RUTH.....	Putnam
22. GOODBREAD, JAUNITA.....	Dade
23. GRAW, LILLIAN.....	Bradford
24. GRIFFIN, GRACIE.....	St. Lucie
25. HARRIS, EDDA.....	Columbia
26. HAZEN, LOIS.....	Lake
27. HENDERSON, BESSIE.....	Jefferson
28. HILL, CLARICE.....	Pasco
29. HOLIDAY, FRANCES.....	Lake
30. HOLLAND, PEARL.....	Volusia
31. JAMES, FANNIE.....	Lee
32. JOHNSON, SARAH.....	Duval
33. LEACH, BEULAH.....	Polk
34. LIGHTBODY, IRENE.....	Duval
35. LINTON, LAURA.....	Escambia
36. LORENZ, AMALIA.....	Osceola





PRINTING DEPARTMENT—PRESS ROOM

<i>Name of Student</i>	<i>County</i>
37. MIXSON, LOUISE.....	Levy
38. MOTLEY, IVRY.....	Holmes
39. PADGETT, RUBY.....	Osceola
40. PARKER, CORA.....	Lee
41. ROBERTS, EUGENIA.....	Pasco
42. SAWYER, FANNIE.....	Dade
43. SAWYER, GRACE.....	Dade
44. SNOWDEN, ETHEL.....	Bradford
45. SPEARS, ALLIE.....	Manatee
46. TYSON, BERTHA.....	Pinellas
47. TYSON, BLANCHE.....	Pinellas
48. WELLS, FLORENCE.....	Escambia
49. WIMBERLY, EXA MAE.....	Jackson
50. YELVINGTON, GWENDOLYN.....	Duval

## BLIND BOYS

1. ALBRITTON, LUTHER.....	Polk
2. BLANTON, CHARLIE.....	Jefferson
3. BUTLER, WILLIE.....	Duval
4. CANNON, LUTHER.....	Duval
5. DYE, ARTHUR.....	St. Johns
6. DIXSON, WALTER.....	Holmes
7. EDGAR, BALLARD.....	Walton
8. EDGAR, TANK.....	Walton
9. EMBURY, EDWARD.....	Dade
10. GLASS, SYLVANUS.....	Dade
11. GRAY, LAWRENCE.....	DeSoto
12. HADDOCK, HORACE.....	Santa Rosa
13. JOHNSON, HARVEY.....	Holmes
14. JONES, ROBERT.....	Alachua
15. MACY, ALBERT.....	Hillsboro
16. NASSRELLAH, ALEXANDER.....	Duval
17. ORCHARD, OTTO.....	Polk
18. PELHAM, CLAYTON.....	Jackson
19. PITTMAN, HARRY.....	DeSoto
20. SOMERS, PERCY.....	Duval
21. TAYLOR, FRANK.....	Hernando
22. WEADLEY, JOHN.....	Duval
23. WHEELER, THOMAS.....	Suwannee

## BLIND GIRLS

1. ASHLEY, LOLA.....	Dade
2. BARKSDALE, ANNIE LEE.....	Orange
3. BENNETT, CLAIRE.....	Marion
4. CHASTEEN, NORA.....	Lake
5. CLIFTON, INEZ.....	Volusia
6. COX, RUTH.....	Columbia
7. DEMPSEY, MAY.....	Dade



<i>Name of Student</i>	<i>County</i>
8. FITCH, THELMA.....	Pinellas
9. GAMBLE, DOLORES.....	Duval
10. GOTTY, ELVERA.....	Duval
11. GREEN, OLA.....	Duval
12. JONES, GLADYS.....	Volusia
13. KILBEE, LUCY.....	Escambia
14. LOWE, MITTIE.....	Lee
15. McKEE, LEONA.....	Duval
16. NASSRELLAH, ROSIE.....	Duval
17. PELHAM, NETTIE.....	Jackson
18. REED, MAMIE.....	DeSoto
19. SALTER, HELEN.....	Putnam
20. SPARKMAN, OPHELIA.....	Duval
21. STURKEY, MABEL.....	Orange
22. WHEELER, MINNIE.....	Suwannee

Negro Department

DEAF BOYS

1. BOOKER, EARL.....	Duval
2. BRUNSON, CHARLIE.....	Gadsden
3. CASON, WALTER.....	Polk
4. DAVIS, LUKE.....	Polk
5. DIXON, ARTHUR.....	Orange
6. GOODIN, VANDEMUS.....	Pinellas
7. KEYS, ALBERT.....	Hillsboro
8. KING, GEORGE.....	Duval
9. MITCHELL, SAM.....	Alachua
10. ROBINSON, DEWITT.....	Franklin
11. ROBINSON, UNION.....	Duval
12. SIMMONS, WARREN.....	Suwannee
13. SUGGS, WALTER.....	Alachua
14. WALKER, ELISH.....	Duval
15. WHITE, CARY.....	Jackson
16. WHITE, PAGE.....	Jackson
17. WILLIAMS, VANEL.....	Duval

DEAF GIRLS

1. BANKS, ELODIE.....	Escambia
2. DANIELS, GENEVA.....	Palm Beach
3. GOLDEN, BEATRICE.....	Hillsboro
4. RAWLS, MELVA.....	Duval
5. RICHARDSON, LOUISE.....	St. Johns
6. ROELACK, MARIE.....	Duval
7. SIMMONS, CORA.....	Suwannee
8. STEVENS, ANNIE MAE.....	Jackson
9. THOMAS, MENA.....	Volusia



# THE DEAF AND THE BLIND



<i>Name of Student</i>	<i>County</i>
10. VALDEZ, MARTINA.....	Duval
11. WRIGHT, JOHNNIE BELLE.....	Jackson

## BLIND BOYS

1. ALLEN, ANDREW.....	Nassau
2. FARROW, JOHN.....	Duval
3. GREEN, REGINALD.....	Duval
4. JOHNSON, LAWRENCE.....	Escambia
5. PORTER, JOHN.....	Gadsden
6. RICHARDSON, ALLEN.....	Gadsden
7. STEWART, JOHN.....	Duval

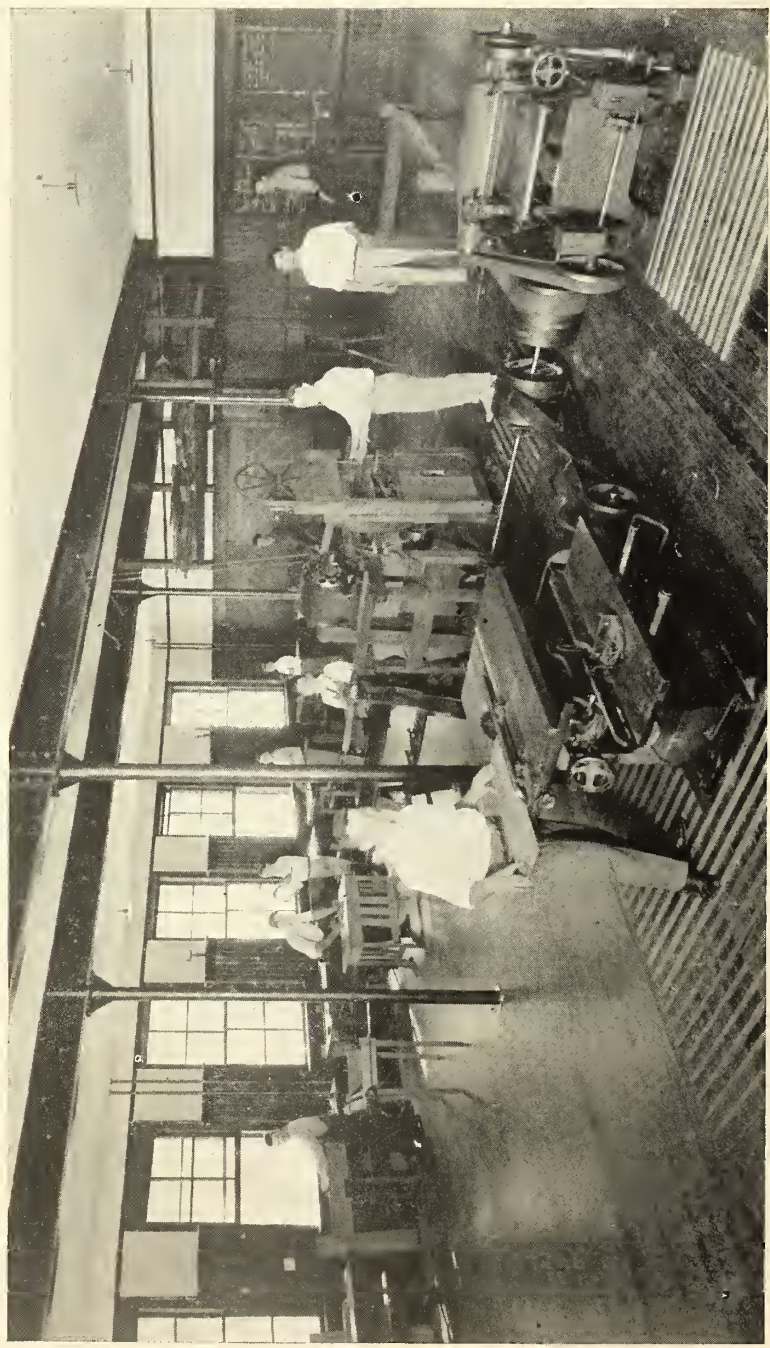
## BLIND GIRLS

1. HALL, GEORGIA.....	Columbia
2. PERCELL, LIZZIE.....	St. Johns

## A Munificent Gift.

*Through the generosity of Mr. John T. Dismukes, banker and philanthropist, of St. Augustine, this school is to be provided with a free dental clinic, commencing with the opening of the next school term.*

*This munificent gift from Mr. Dismukes is to be secured to the school in perpetuity.*



CARPENTER SHOP

## History of School

TO TELL the history of the school properly, with the intertwining and overlapping of the lives of those connected with it in its formative period, and afterwards, would be to write partial biographies of the lives of these men and women. The school today is but the material embodiment of untold human endeavor, human energy, human inspirations, human sentiment, human fortitude and grace of those whose lives have touched it.

Its beginning was, like that of a number of similar schools throughout the country, closely identified with labors of a deaf man—Mr. T. H. Coleman, of South Carolina.

In the *American Annals* of the Deaf, Vol. XXVIII, P. 142, we find the following:

“Proposed Institution in Florida.—Mr. T. H. Coleman, a graduate of the South Carolina Institution and of the National College, aided by other gentlemen, is endeavoring to interest the legislature of Florida in the establishment of an institution for the deaf. Florida is the only State of the Union that has hitherto made no provision for the education of its deaf children. According to the last census there are 119 deaf-mutes in the State, of whom 78 are under the age of 25. The Governor of the State approves the enterprise in his annual message, and advises that a portion of the common school fund be set apart, under the direction of the State Board of Education, for this worthy object.”

This was in 1883, at the time when Hon. W. D. Bloxham was governor of the State. It is also recorded in *American Histories of the Deaf*, Vol. II, under the head of “The Florida Blind and Deaf Mute Institute” that “Governor Bloxham’s interest in the proposed school did not end with his term of office; he has ever since manifested the warmest feeling for the prosperity of the Institute.”

Mr. E. K. Foster, who was at this time Superintendent of Public Instruction, makes favorable mention of the proposed Institute.

Mr. Coleman, the founder of the school—if the word “founder” be taken to mean the one who first conceived and carried to completion the idea that Florida should have a school for her deaf and blind children—makes the following statement in the above history referred to:



"As to my connection with the founding, it dates from the spring of 1882, when, in looking around for a field of usefulness, Florida seemed one of the most inviting. This was prior to my graduation from the College at Washington. With a view of cultivating the field, a correspondence was opened with His Excellency, Governor W. D. Bloxham. He was favorable to the project from the outset. The correspondence was kept up until I finished my course at college in the following June, during my stay at home in the summer, and also in the fall and winter while I was at Mandarin, Fla., whither I had gone in order to be better located to carry on the work. Through the kindness and influence of Dr. E. M. Gallaudet, the census statistics were procured for the information of the Governor and the legislature; likewise all other available facts bearing on the subject that could be had. The Governor recommended the matter favorably to the legislature at the session of 1882-83 and that body granted an appropriation to build and equip the school. During the session a limited correspondence was carried on between a few of the most interested members and myself. After the appropriation was secured, proposals were invited for the site, and that of St. Augustine was selected. The buildings were in course of erection during 1884, and were ready for opening early in 1885. When the time to organize came, I declined to be a candidate for the position of head of the school—my health then being bad—but desired the position of chief teacher, to which I was elected. Mr. C. H. Hill, now at the head of the West Virginia School, was chosen principal, and Mrs. M. D. Taylor, of St. Augustine, matron. For some reason Mr. Hill did not take charge, and Mr. Park Terrel was then appointed. The school was opened in the early part of February, 1885. I was in charge of the buildings a few weeks before Mr. Terrel came, and no pupils arrived until, I believe, about the middle of May."

Superintendent of Public Instruction A. J. Russell, who came into office in 1883, makes this reference in his report for that year:

"I found upon the record that my predecessor had advertised for proposals for the location of the Institute, and that the best offer had been made by the city of St. Augustine, consisting of five acres of land immediately adjoining the northern limits of the city and delightfully situated, and one thousand dollars in cash. This offer was accepted by the board of managers in consultation

with the Governor, and deeds of the land were made to the State in the name of the board and their successors, and five hundred dollars of the money paid into the treasury: plans were made consisting of a group of buildings for the accommodation of both races, separately, both as to living and study. Advertisements were made for proposals of erecting them, and that of Wm. A. McDuff being the lowest, amounting to \$12,749, the contract was awarded him. I have the pleasure to report their completion in a substantial and satisfactory manner. With a view to a proper organization the board have elected Professor C. H. Hill, of the Deaf-Mute Institute of Maryland, as principal, in consultation with whom the corps of officers and instructors, etc., will be completed and the Institution made ready for the reception and instruction of these unfortunate children.

It affords me great pleasure to report the universal approval on the part of the people of the State everywhere of the act providing for the education of these unfortunates.

Of course it is to be sustained and operated by annual appropriations made by the legislature, and I earnestly recommend a suitable appropriation as necessary for the equipment and support of the Institute."

The act, providing for the Institute, was passed by the legislature of 1883, one year after Mr. Coleman began his correspondence with Governor Bloxham. This is the act:

CHAPTER 3450—(No. 38.)

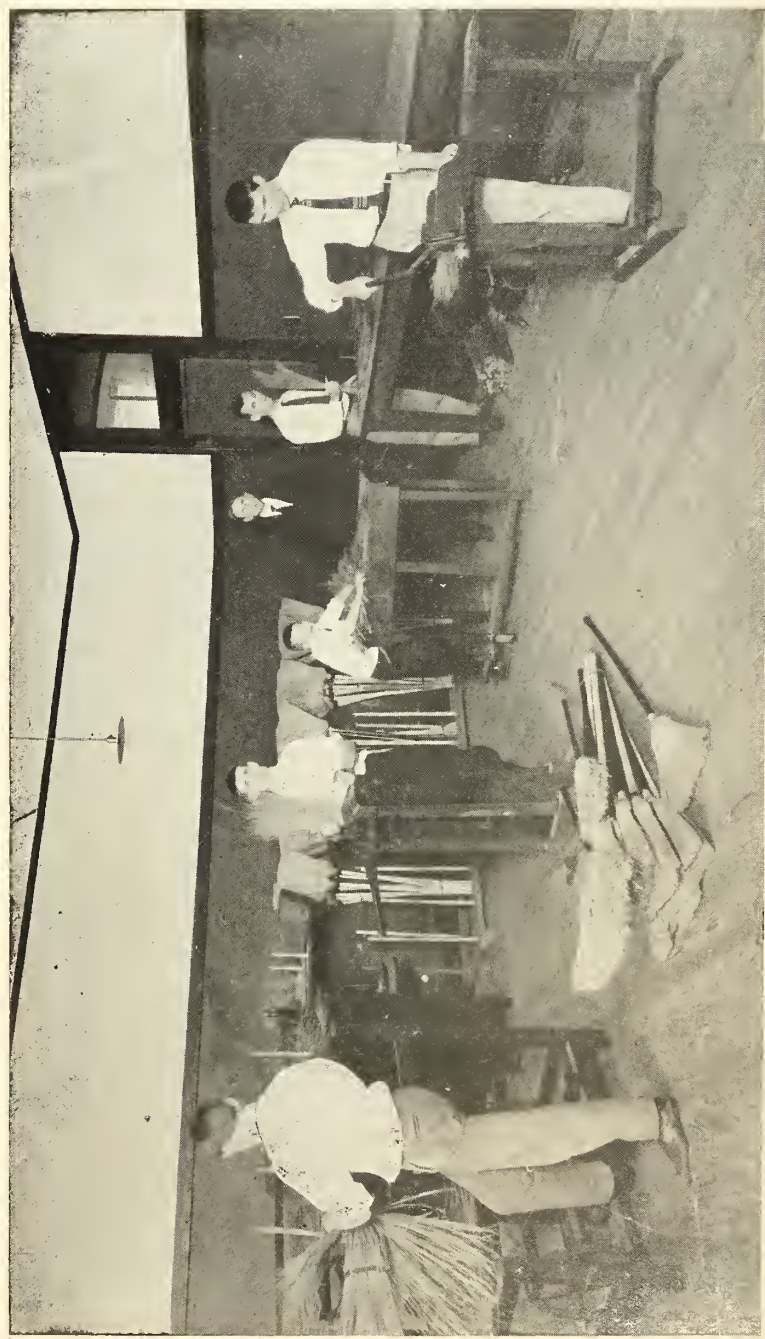
*An Act to Provide an Institute for the Blind and Deaf and Dumb in this State.*

The People of the State of Florida, represented in Senate and Assembly, do enact as follows:

SECTION 1. That the members of the State Board of Education, namely, the Superintendent of Public Instruction, the Secretary of State and the Attorney-General, together with the Governor, are hereby constituted the trustees of an institute, hereinafter provided for, under the name of the Board of Managers of Florida Institute for the Blind and Deaf and Dumb.

SECTION 2. That said board of managers are hereby empowered and directed to secure by donation, purchase, or otherwise, suitable grounds and buildings for the purpose of providing an asylum for the indigent blind and deaf and dumb in this State, said grounds





BROOM-MAKING—BLIND DEPARTMENT

and buildings to be located at some healthy, convenient, and accessible point in the State.

SECTION 3. It shall be the duty of said board of managers to make provision for the education, maintenance, and care of all persons residing in this State between the ages of six and twenty-one years, who may be blind or deaf and dumb, who are not able to educate and maintain themselves: Provided, however, That any person who may be blind or deaf and dumb, but who may be possessed of sufficient means to educate himself, shall be received and cared for in said institution, and enjoy the advantage thereof, by paying such an amount per annum as may be necessary to cover the actual cost of his education and support.

SECTION 4. Any person desiring admission into said institute shall apply to the county commissioners of the county in which he or she may reside, and it shall be the duty of said county commissioners to examine into the pecuniary condition of the person making application, and upon satisfactory evidence that said applicant is unable to educate and support himself, they, the said county commissioners, shall issue a certificate to the applicant to that effect, and upon receipt of the said certificate such applicant shall be received into the asylum.

SECTION 5. It shall be the duty of said county commissioners to supply said applicant with means of transportation to said institute.

SECTION 6. It shall be the duty of the board of managers to provide for the inmates of said institute necessary bedding, clothing, food, and medical attendance, and such other conveniences as may be essential to health and comfort of said inmates.

SECTION 7. Said board of managers shall also provide for the education of the inmates of said institution by employing such teachers as may be competent to instruct both the blind and deaf and dumb, and fit them for aiding in earning a support, and in sharing the enjoyments of life.

SECTION 8. Said board of managers shall at each session of the General Assembly make to that body a report of its dealings and doings with a statement of their expenditures for the support of said institute.

SECTION 9. That for the purpose of putting in operation and maintaining said institution of the sum of ten thousand dollars for the year 1883, and a like amount for the year 1884, be, and

the same is hereby appropriated, with discretion on the part of the board of managers to expend the whole of said sum, or so much therefore as may be necessary, in the proper inauguration and progress of the work of establishment and maintenance of the institute."

Approved March 5, 1883.

The law has since been revised, but the changes have been in great part verbal and the provisions of the statute have not been materially changed.

The law directed that the members of the State Board of Education, under the name of Board of Managers, have charge of the school. In 1903 the legislature passed an act relieving the Board of Education from the care of the school and authorized the Governor to appoint a Board of Trustees to manage the affairs of the school. Pursuant to this act, Governor Jennings appointed the following members:

J. M. Rivers, of Gainesville; J. M. N. Peacock, of Pine Mount; H. J. Drane, of Lakeland; J. W. Estes, of St. Augustine; and W. A. McWilliams, of St. Augustine.

After confirmation by the Senate, this Board met and organized July 5th, 1903, by electing W. A. McWilliams, President and J. W. Estes, Secretary.

This Board was continued for two years only when in 1905 the "Buckman Bill" abolished the board of trustees and placed the school under the management of the newly created State Board of Control. This Board also has supervision over the State University and College for Women. This act also changed the name of the school from Florida School for the Blind, Deaf and Dumb back to the Institute for the Blind, Deaf and Dumb. The former name was changed by the Legislature in 1903 when the school passed under the care of the State Board of Education to that of the Board of Trustees. At the 1909 session of the legislature the change was made to the present name—The Florida School for the Deaf and the Blind.

In accordance with the act of the legislature of 1905 creating the Board of Control, Governor Broward appointed as members of this Board, N. P. Bryan, Jacksonville; P. K. Yonge, Pensacola; Dr. N. L. Brown, Eustis; Nathan Adams, White Springs; and T. B. King, Arcadia.



Mr. Adams resigned after serving for several months and J. C. Baisden, of Live Oak, was appointed to fill the position.

In 1907, Dr. Brown resigned and E. L. Wartmann, of Citra, was selected to fill this vacancy. In 1909, the terms of three of the members having expired, Governor Gilchrist reappointed Mr. Yonge. The other two new members were F. P. Fleming, Jr., of Jacksonville, and W. D. Finlayson, of Old Town. The State Board of Control then consisted of P. K. Yonge, chairman, Pensacola; T. B. King, Arcadia; E. L. Wartmann, Citra; F. P. Fleming, Jr., Jacksonville; W. D. Finlayson, Old Town.

The only change in this Board till 1917 was the retirement of F. P. Fleming and the appointment of Frank E. Jennings, of Jacksonville, by Gov. Park Trammell. This was in June 1913.

In 1917, the terms of the Chairman of the Board, P. K. Yonge, of Pensacola, and W. D. Finlayson, of Old Town, and Frank E. Jennings, of Jacksonville, expired. To fill these vacancies, Gov. Catts appointed Joe L. Earman, of Jacksonville; J. B. Hodges, of Lake City; and J. T. Diamond, of Milton. Joe L. Earman succeeded P. K. Yonge as Chairman of the Board.

Bryan Mack, of Pensacola, succeeds J. G. Kellum as Secretary to the Board. Mr. Kellum had held the position of Secretary to the Board from its organization in 1906 up to 1917.

## Executive Heads of the School since its Foundation:

PARK TERRELL .....	Superintendent.....	1885-1890
W. A. CALDWELL .....	Superintendent.....	1890-1893
H. N. FELKEL .....	Superintendent.....	1893-1897
F. PASCO .....	Superintendent.....	1897-1900
W. B. HARE .....	Superintendent.....	1900-1906
A. H. WALKER .....	President .....	1906-

Dr. Walker was Principal of the Educational Department of the School from 1902 to 1906.



NEGRO DEPARTMENT



## General Information

THIS is a school supported by the State for educating all children within the State whose defective sight or hearing makes it impossible or difficult for them to receive instruction in the public schools. To be eligible, a child must be too deaf or too blind to be educated in the common schools, of sound mind and between the ages of six and twenty-one.

Any person desiring to enter a pupil at the school should write the President, stating

1. Name, age, sex and color of pupil.
2. Name and address of parents or guardian.

This is a School, NOT an asylum, or home, or hospital, or reformatory.

It is strictly and solely a SCHOOL. Its purpose is educational, to give literary and industrial training to deaf and blind children. Only educable children of school-age will be admitted and retained. Those attending school here should not be called "inmates," "patients," or subjects of charity.

Its aim is to so train and teach its pupils that they may be able to take their place among the busy ranks of their more fortunate brothers and lead useful and independent lives.

### PROPER TIME FOR ADMISSION.

Pupils are received at any time except during vacation. The best time to enter a child is at the opening of the school, the middle of September. The school term is eight months and it is necessary to make each day's work count in order that the school maintain its high standard of efficiency. Each pupil should therefore be present to begin work promptly at the opening of each session and remain without interruption the entire school term.

### PROPER SCHOOL AGE.

Parents should endeavor to get their children here while they are young. It is advisable to enter a child at six years of age.

To parents who are unable to pay, tuition and all other expenses are without charge, except clothing and the first traveling expenses. Clothing must be provided by parents or friends. The first traveling expenses, not paid by the parents, is provided for by the county commissioners of the county from which the pupil comes. Afterwards this expense is met by the State.

### OBJECT OF THE SCHOOL.

The State in providing this school for her deaf and blind children acts with the same motive that caused her to establish her public schools, that is, a desire to fit these children to become

good and useful citizens. It is found more expedient and more economical to gather all her deaf and blind children into one place than to establish separate schools for them throughout the State.

It is inexcusable for any parent or guardian of any healthy deaf and blind child to keep the child out of school when the State has made such liberal provision for their education.

No child of weak intelligence, no child of vicious or bad habits, and no child suffering from incurable disease will be admitted into the school.

#### THE COURSE OF STUDY

The course of study embraces the branches usually taught in the elementary and grammar schools, with a number of high school studies subject to such changes as the peculiar wants of the deaf or blind child requires. The school strives to keep abreast of the progressive spirit of the age and nothing is left out of the course of study that will be of benefit to the pupil.

Every deaf child is given an opportunity, as far as possible, to learn speech and lip-reading. Every possible effort is made to encourage and promote speech.

Those in the deaf department, who desire a higher education, are prepared for admission to Gallaudet College, Washington, D. C.

#### LOCATION.

The school is located one mile north of the old "City Gates." The northern terminus of the car line is only one block from the school, giving easy access to and from the city. From the rear of the buildings a beautiful view of the ocean may be obtained.

With the beautiful location and balmy fresh air from the sea and the pure artesian water from our own well, the health and happiness of the children are assured.

#### MISCELLANEOUS.

Letter day comes twice a month, at which time a letter is sent to each parent.

There is no protracted Christmas vacation as the term is only eight months, and parents are earnestly requested not to ask for their children to visit home during the session.

School always begins about the middle of September, and closes the middle of May, when the pupils all go home for the summer vacation.

The government of the school is that of a well-regulated family and careful attention is paid to the health, manners, comfort and habits of the pupils.

All letters and packages should be sent in care of the President.

Any person sending the address of a deaf or blind child, not in school, will be doing a real service to a class whose lives need in a peculiar degree the blessing and light of an education.





VIEW FROM FRONT ENTRANCE



**THIS REPORT** is from the Press of  
the School and is the handiwork of  
the deaf students in this department.

---

**I**N our industrial department vari-  
ous trades are taught the deaf and  
the blind students—such trades as are  
considered practical for these young  
people to follow after leaving school  
and thereby earn a livelihood.





# FLORIDA STATE SCHOOL FOR THE DEAF AND THE BLIND

SAINT AUGUSTINE



ENTRANCE TO MAIN BUILDING

PRESIDENT'S  
BIENNIAL REPORT  
1918-20



ADMINISTRATION BUILDING

# State Officials

## 1921

### State Board of Education

HIS EXCELLENCY, CARY A. HARDEE, *Chairman* . . . . Governor  
HON. H. CLAY CRAWFORD . . . . . Secretary of State  
HON. J. C. LUNING . . . . . State Treasurer  
HON. RIVERS H. BUFORD . . . . . Attorney-General  
HON. W. N. SHEATS, *Secretary* . . . . Supt. Public Instruction

### State Board of Control

J. B. HODGES, *Chairman* . . . . . Lake City  
E. L. WARTMANN . . . . . Citra  
JOHN B. SUTTON . . . . . Tampa  
HARRY B. MINIUM . . . . . Jacksonville  
W. W. FLOURNOY . . . . . DeFuniak Springs  
J. T. DIAMOND, *Secretary* . . . . . Tallahassee



*“Teacher! to thyself  
Thou hast assumed responsibilities  
Of heavy weight. A mighty peerless work  
Is thine. The golden chords attuned by thee,  
Or grown by thy neglect discordant, not  
In time alone, but through the limitless  
Expanse of all eternity, shall throb;  
And should one note, which thou, by greater care,  
More zealous labors, or by added skill,  
Might now attune in harmony, be found  
At last in dissonance with virtue, truth,  
Or mental symmetry, in Heaven’s sight,  
Methinks a fearful guilt will on thee rest.  
Thou hast to do with God’s most noble work!  
The image fair and likeness to himself!  
Immortal mind! That emanation bright  
From his Divinity! Sole transfer made  
To man from His own deathless nature! Such,  
Instructor, is thy trust. Thus sacred, high,  
And precious, e’en beyond all finite power  
To estimate, thy holy charge. No work  
Of art, or finest mechanism in things  
Material, hath e’er so challenged for  
Its right discharge e’en the vast aggregate  
Of human skill.”*



# Faculty and Officers

Session 1920-1921

ALBERT H. WALKER, A. B., LITT. D. . . . . President  
MRS. MILDRED REES THOMAS . . . . . Secretary to the President

## Teachers of the Deaf

O. W. UNDERHILL, A. B.	MRS. LUCILE M. MOORE	EUGENE HOGLE, A. B.
MISS JOSEPHINE HARNED	MISS CAROLYN BURDICK	MISS ISABELLE BOYD
MISS DOROTHY MITCHELL	MISS MARY GUILMARTIN	MISS FLORENCE DAVIS
MISS MARY SCOTT MOORE	MISS HATTIE HARRELL	MISS MARIE PEARSON
MRS. ROSE M. UNDERHILL	MISS LEOLA MATTHEWS	MISS JULIA STAFFORD

## Teachers of the Blind

H. WILSON BEATY	MISS PEARL BROWN
MISS LUCILLE FERGUSON	THOMAS A. BAUCOM

## Department of Music

MISS DAISY B. WILSON	MISS MARY SCOTT MOORE
----------------------	-----------------------

## Industrial Department

O. W. UNDERHILL . . . . .	Printing Department
EUGENE HOGLE . . . . .	Carpenter Shop
THOMAS A. BAUCOM . . . . .	Chair-caning and Broom-making
MISS WILLIE McLANE . . . . .	Dress-making
MISS LUCILLE FERGUSON . . . . .	Rug-weaving
MISS PEARL BROWN . . . . .	Raphia and Bead Work
MISS LILA BEATY . . . . .	Typewriting

## Domestic Department

MRS. ALBERT H. WALKER . . . . .	Matron
A. W. UNDERWOOD, M. D. . . . .	Physician
MISS SALLIE EUBANKS . . . . .	Nurse
MISS WILLIE McLANE . . . . .	Supervisor of Girls
WALTER HAUSER . . . . .	Supervisor of Large Boys
MISS MARY RHYNE . . . . .	Supervisor of Small Boys
MISS NANNIE CARPENTER . . . . .	Assistant Supervisor of Boys
MISS PEARL TURNER . . . . .	Assistant Supervisor of Girls
MISS REKA FOLBRECHT . . . . .	Housekeeper
MISS WILLIE WEAVER . . . . .	Assistant Housekeeper

## Department for the Colored

WALTER REMBERT . . . . .	Teacher of the Blind
VIRGINIA JAMES . . . . .	Teacher of the Deaf
ELIZABETH McMILLIAN . . . . .	Teacher of the Deaf
KATIE GREGG . . . . .	Housekeeper



INDUSTRIAL BUILDING

## *President's Report*

ST. AUGUSTINE, FLORIDA, November 1, 1920.

*To the Honorable State Board of Control, State of Florida.*

GENTLEMEN:—I have the honor to submit herewith for your consideration a report of the history and progress of the Florida School for the Deaf and the Blind for the past two years, beginning July 1, 1918 and ending June 30, 1920.

This report brings to a close the thirty-sixth year of the School's history.

As members of the State Board of Control you are familiar with a greater part of the subject matter contained in this report. It is therefore submitted not solely for your information but as a matter of record. You are too deeply interested in the welfare of the school and too active for its advancement to receive for the first time an account of its activities from this report.

In previous reports we have outlined the general scope and policy of the school. As there has been no change in this respect, it will be necessary to repeat in part what has been presented in former reports.

To incorporate within a report such as this a concise and at the same time an intelligent analyses of the many vital factors that go into the making of a successful school is no easy task. We have endeavored however to make the report plain and simple in order that all who care to read may clearly understand the acts and dealings of those intrusted with the education of the deaf and the blind children of Florida.

It gives me great pleasure to record the continued prosperity of the school in all departments. The attendance continues to increase from year to year, but the facilities provided for the care and education of the deaf and the blind youth of the state are not sufficient to admit all who seek to enter.

In reviewing briefly the events of the past two years, I beg leave to say that we have endeavored to conduct the affairs of the



school so as to meet in a high degree the demands of the present day for the education of these children. The policy of the school has been broad and progressive. Our effort has constantly been to extend the field of our usefulness and to reach out and to bring under the influence and training of the school every deaf and every blind child entitled to its benefits within the border of the state.

Following the usual order of former reports, I submit the table of attendance for the past two years.

### Attendance

<i>White—</i>		
Deaf . . . . .	136	
Blind . . . . .	40	
<i>Colored—</i>		
Deaf . . . . .	25	
Blind . . . . .	10	
Total . . . . .	211	

### SUMMARY BY COUNTIES

<i>County</i>	<i>Number of Students</i>	<i>County</i>	<i>Number of Students</i>
Alachua . . . . .	3	Madison . . . . .	1
Bay . . . . .	1	Manatee . . . . .	1
Bradford . . . . .	1	Marion . . . . .	2
Brevard . . . . .	1	Nassau . . . . .	1
Broward . . . . .	1	Orange . . . . .	2
Columbia . . . . .	4	Okaloosa . . . . .	2
Dade . . . . .	12	Osceola . . . . .	6
DeSoto . . . . .	2	Palm Beach . . . . .	6
Duval . . . . .	40	Pasco . . . . .	4
Escambia . . . . .	7	Pinellas . . . . .	9
Gadsden . . . . .	3	Polk . . . . .	16
Hamilton . . . . .	1	Putnam . . . . .	5
Hernando . . . . .	2	St. Johns . . . . .	5
Hillsboro . . . . .	17	St. Lucie . . . . .	2
Holmes . . . . .	4	Santa Rosa . . . . .	4
Jackson . . . . .	8	Suwannee . . . . .	5
Jefferson . . . . .	2	Volusia . . . . .	6
Lake . . . . .	7	Walton . . . . .	4
Lee . . . . .	3	Washington . . . . .	10
Leon . . . . .	1		
		Total . . . . .	211



It is almost impossible to convey to the public mind in a report like this an adequate conception of the varied and long sustained work necessary for success in a school for deaf and blind children. Our work to be appreciated and taken at its full worth must be closely and thoroughly investigated through personal visits by the public to the school. We encourage such visits. The tedious and painstaking care on the part of the teacher of blind children to successfully educate cannot be explained in words. It must first of all be a work of love and co-existing with this love must be a sublime patience. To these qualities must be added an extensive and expensive preparation on the part of the teacher for this special line of pedagogical work. While the education of the blind child presents many varied and vexatious problems, his education is not fraught with so many difficulties as that of the deaf child. The blind child enters school with a medium of communication already established; he knows the cause of his new surroundings; he has an idea of the importance of an education. Upon entering school, his first lessons are directed toward the education of his tactile sense. This sense must be educated before he can take up the regular course of study prescribed by the school. The time necessary to educate this sense of touch depends largely upon the individual pupil—with some a month only may be required, with others a much longer period, and with a few it becomes impossible. When he is ready to take up the prescribed course of study, his advancement is necessarily slow, much slower than a normal child of the same mental development. This is obvious when it is remembered that he is substituting an improvised sense to do the work of the eye. Though slow, his progress is steady and sure, and on account of an introspective view of life, brain impressions are generally retained and ready for use. A completed education to a blind student means that his general knowledge of things and his ability to handle facts and figures make him mentally outshine and tower above his normal brother. The educated blind boy or girl is entitled to genuine respect from his more fortunate brother or sister for his superabundance of patience and for the long sustained effort exerted to successfully prosecute the school's educational requirements to a termination.

The problem of educating deaf children is still more intricate. These children come to us at a very tender age with heart and mind in practically an infantile condition. It is the raw material of humanity, bruised and torn, and given over to the school to



PRIMARY COTTAGE  
(ONE OF FOUR TO BE ERECTED)



HOSPITAL



shape and fashion according to the highest ideals known to humanity. Here we have a deaf child—a wee little tot of six or seven—torn from the arms of a weeping, trembling, heart-broken mother, her very life, it seems, and given over to the protection and training of the school. Thus begins the long and tedious task of moulding and fashioning the tender and bruised plant and nurturing it to wholesome and sweet growth. The child naturally comes to us spoiled, fractious, stubborn and unruly, caused by over-indulgences at home on account of his affliction. These habits have to be carefully and gradually changed. His morals and manners must be given careful attention.

As to his education, a deaf child when he first enters school comes to us without any means of communication, except for his few personal wants—and these are generally made known by pointing or with crude gestures or signs; he knows not that he has a name; he knows not that there is a language. He lives in a little world wholly circumscribed by his own few necessities. His first lessons in the school are the writing by the teacher of the names of a few domestic animals on the blackboard and pointing to the same and then to the animals in the yard, or to a picture of the animal. A slow process! This may be kept up for a week, a month, or perhaps longer, until the child realizes and recognizes the connection. He is now gradually led further and further into the intricacies of the English language.

Under the system of oral instruction, the conditions are yet more intricate. Without sound he has no standard by which he can determine his own proficiency in his effort to modulate his voice and must depend upon the approving nod of the instructor.

Various and complex problems are constantly arising in the public schools of the country, but there are none to exceed the difficulties of teaching speech to the deaf. And it is only through the utmost patience and skill of faithful teachers that the deaf child can ever hope to be even partially restored to the place in society that is his rightful heritage.

### Terms of Admission

This school is intended to supplement the public school system of our State. Children residing in the State, between the ages of six and twenty-one, capable of attending a school and profiting by instruction, who from defective hearing or sight can not be taught in the public schools, are admitted here. A child does not necessarily

have to be totally deaf or totally blind to secure admission. To be admitted he must be unable to make progress in the public schools on account of defective vision or hearing.

This is a school. Its purposes are strictly educational. It is not custodial in its character. Children in such poor health as to be unable to attend school regularly or who have not sufficient mental ability to receive instruction and to progress thereby can not remain. Progress is the test.

Parents or guardians having a child who from defective hearing or vision can not be taught in the public schools should write the President of the School and ask for the blanks necessary to enter the child. These will gladly be furnished. There is a blank application which must be filled out by the parent or guardian. This blank contains questions as to the child's name, age, cause of deafness or blindness, general condition of health, physical and mental development, and other questions which will assist the school authorities in teaching and caring for the child. Then there is a blank certificate to be signed by the county commissioners from the county in which the applicant resides in case the parent or guardian is not able to pay a small charge per month for board. This certificate properly signed by the county commissioners entitles the child to free admission into the school. There are no charges then for anything, except the parent or guardian must clothe the child.

### Methods of Instruction

We try to keep in touch with the educational centers of the country and study with care any suggested change or improvement in our present methods of instruction.

In the department for the deaf experience has proven that no one or single method will meet the needs of all the deaf children, therefore the combined system, or eclectic system, is used in the school. This method is in general use throughout the country. It is a method which includes all systems which the test of time has approved. Especial attention is given to oral instruction and every pupil, upon entering school for the first time, is placed under this method of instruction. If, after a fair trial, he shows no adaptability or progress, he is transferred to a manual class.

In the department for the blind modern methods of instruction have made it possible for the normal blind child to receive practi-



cally the same education as the seeing child. The New York Point system is used, and a course of study outlined in accordance with the text books obtainable under this system.

The courses of study as outlined provide the pupils with a liberal education. Besides the course of study, the pupil is brought into contact with many helpful agencies which tend to render him more active, independent and resourceful. We have the hopeful spirit of self-activity and achievement in the school. Our pupils often enter school in a lowly state of despondency, but soon they discover the possibilities that lie above and beyond their infirmity and they are transformed into new children, full of zest and vigor. To attain its fullest mission, the school must be a source of inspiration to noble achievement and must unfold the possibilities of usefulness in our deaf and blind children.

### **Rhythmic Training**

An added feature to our school curriculum is rhythmic training for our deaf students.

This work consists in developing the rhythmic sense in deaf children by the correlation of voice training, physical training and language.

There are two physical agents by means of which we appreciate sound. They are the ear and the whole nervous system. We give these children a vibratory education by training the whole nervous system to perceive sound and rhythmic images.

Rhythm in speech is the coordination of thought and feeling, as well as tonality. This work or activity helps for freedom of mind and body and organs of speech, and gives an opportunity for the imagination to act.

The object of this work is to create a rapid and regular current of communication between mind and body. The work develops attention, induces consciousness of vibrations and makes the pupils more responsive and elastic. It awakens the sense for tone and rhythm through the sense of touch. Of special advantage are the vocal exercises which tend to strengthen the lungs and vocal organs, improving thereby enunciation and pitch of voice. The work is peculiarly attractive to the child and stimulates a desire for, and creates a habit of, lip-reading and speech and further perfects voice modulation.



FACULTY AND OFFICERS



PRESIDENT'S PRIVATE OFFICE

No further explanation of this work will be undertaken other than to say that the vibrations are received by placing the hands upon some portion of the piano, preferably the top, where the full force of the vibrations may be received.

This work is being conducted with every attention possible and is under the supervision of competent instructors.

### Auricular Training

Not all children who enter school and classified as deaf are totally so; in fact, only a small percentage of children are found to be entirely void of the sense of sound, although particular pains must be taken to differentiate between sound perceptions and vibratory perceptions. A large number of deaf children enter school with a modicum of residual hearing, atrophied by neglect. To awaken and to educate this sense remnant is the object of this department.

Various musical instruments and other sound producing machines are used. Ear-trumpets, ear-tubes and various sound intensifiers are found to be helpful in many cases. Every pupil has to be given individual instruction, to a large degree, and the work must be outlined and planned to meet his peculiar condition.

We hope to develop and perfect this department in the near future. The possibilities for helpful results are too apparent to further neglect this branch of educational activity.

### Compulsory School Attendance

A law should be passed which would require parents or guardians of deaf or blind children to send such children to the Florida School for the Deaf and the Blind, or to provide otherwise for their education. The terms "deaf" or "blind" should be made to include not only those who are totally deaf or blind but also those of defective vision or hearing, who can not be educated in the public schools of the State. This is not only a just paralleling of our general compulsory attendance law, but it is a precaution against the expense which will grow out of the untrained minds and hands of these children, since the State will ultimately be forced to support, partially or wholly, this class. It is also true that many parents of deaf and blind children are sentimental to a degree that borders on criminality, and under a false conception of kindness, deprive them of an education by keeping them from school.



## Health

In any report of a boarding school, the first consideration, for obvious reasons, is the health of its students. Frequent outbreaks of disease and slow recoveries would indicate imperfect sanitation somewhere about the premises, or injurious, meagre, perhaps unwholesome diet, and, with a consequent deteriorated physical condition of the student body, one has no right to expect good work in the class room.

It is, therefore, with much satisfaction that I am able to announce that the general health of our large household has been exceptionally good. With the exception of a few slight ailments peculiarly related to child life or to growing children, the school has been singularly free from sickness. Only two or three severe cases of illness during the biennium gave us any uneasiness at all. No deaths have occurred. The health record of the school continues to be one of marked satisfaction. The school has lost by death only one pupil in the past twenty years and this death was from a constitutional malady beyond the skill of a physician.

This is a remarkably noteworthy record because of the fact that many of our students besides being either deaf or blind are constitutionally weak.

This healthy condition is no doubt due in large part to the splendid location of the school, and to the regular habits, wholesome food, and to a proper assignment of work and play.

Our hospital has served our purposes admirably and every attention is given the pupils who are admitted for care or medical attention. This department is in charge of a skilled nurse and a competent physician.

## Social Life

The general public hardly realizes that this School not only has to perform the functions required of all public schools, but we must also stand in relation of parent to child; the School in a large sense becomes the home of the child. We admit children as young as six years of age. Taken from their homes at that tender age for eight months out of every impressionable year of their lives, our responsibility in home-training and home refinement is doubly increased. We strive to get away from the lock-step of institutional life—a confessed weakness in all institutional



training—and we strive to attach a social value to school life as well as an academic one. We strive to give all the home-training possible. Manners and morals are carefully looked after. Parties or school socials are given at stated times during the school year and in addition formal and informal functions are given the pupils by the different officers and teachers. These diversions have their social value and they also tend to break the monotony of school life, brighten the lives of the pupils, and refresh body, mind and soul for the duties of the morrow.

### Discipline

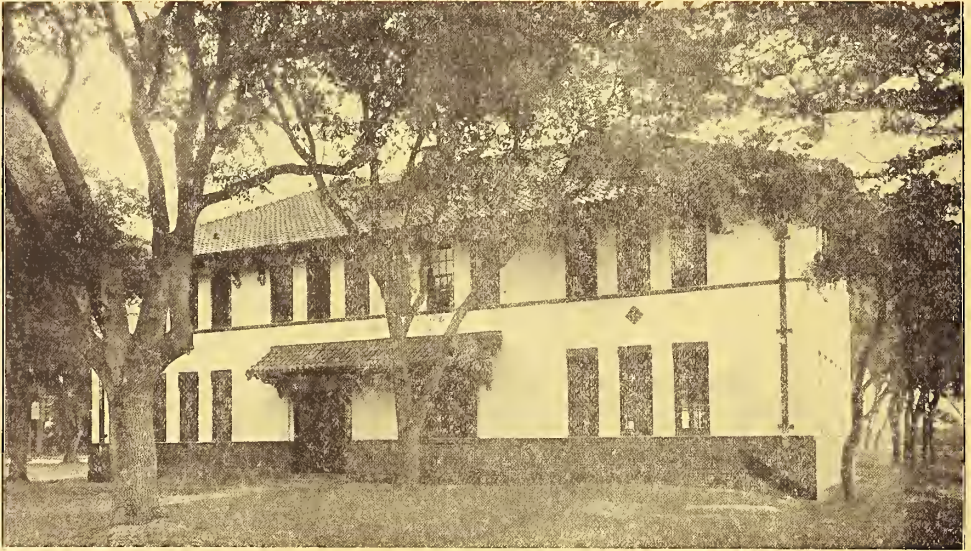
The general discipline of the School is good. Seldom do we have to deal with a refractory pupil and habitual stubbornness or disobedience to the rules and regulations of the School is exceedingly rare. We build and train upon the axiom that a busy child, both mentally and physically, produces a contented child. And a busy child is a happy child and a happy child needs little disciplining. There are occasional cases though that do come up for disciplinary attention. Corrective and not retributory punishment is always administered. This generally constitutes the denial of some privilege to the child.

Our pupils are a well behaved and mannerly set of young people and the prevalent high moral sense makes the pupils largely a self-governing body.

### Household Department

The home life of the pupils receives our best thought and endeavors at all times. Their comfort and happiness must be looked after with untiring energy and diligence. Upon the general efficiency of this department depends the educational success of the school. The dietary scale of the pupils is well arranged, and if it errs at all, it does so on the side of generosity. Care and economy, however, have been exercised at every point in the purchase, distribution and consumption of supplies.

Although the school population has increased rapidly within the past decade, yet we try to make the surroundings as comfortable and attractive as possible and strive to minimize the machine-like routine with its accompanying lack of homelike warmth so noticeable in institutional life. We feel that the close relationship that



SERVICE BUILDING



SOUTH VIEW OF MAIN BUILDING



exists at all times between teachers, officers and pupils is one of the strongest assets of the school—it gives a warmth and glow of the home and fireside, so much desired in the lives of deaf and blind children and necessarily denied them in great part as they are at school during most of their childhood days. And a greater part of their youth is spent with us. From us they must learn the proprieties of life. We must sustain the relation of parent to child as far as possible, and every parent well knows that this calls for loving patience, gentle firmness, constant vigilance and tireless energy.

As the cottage plan of our school develops, we will be able to stress the home environment atmosphere to a most desirable and satisfactory condition.

### Department of Music

Not all blind pupils can receive musical training sufficient to enable them to follow it as a vocation after leaving school and thereby earn a livelihood. Some, however, do have the temperament, or the adaptability, to successfully complete the musical course and make it their chosen profession after leaving school. A large number of our blind pupils can never hope to develop into finished musicians; but shut off from the great world of nature and from the enjoyment of all those pleasures carried from the eye to the brain, we must forego trying to commercialize every instinct in the lives of these children, and try to scatter some happiness in compensation for the loss of sight. And in music they find a recreative enjoyment that has an esthetic value all their lives.

Instruction in this branch is given on the piano, pipe-organ and violin. Voice culture also receives its proper attention. Competent instructors are employed for this department, and the progress of the pupils has been highly satisfactory.

### Industrial or Manual Training Department

This department is fulfilling in many ways the object for which it was created. The printing office and cabinet shop are proving their usefulness in turning out boys who can easily find employment at good wages. The broom-shop and chair-caning department are doing good work. The rug-weaving department continues to make good progress. The domestic science also continues its fine work

in instructing our girls in the art of home-keeping and cooking. The instruction in sewing, crocheting and knitting continues to be an important feature in this department.

We, however, feel the need of expansion here, but for lack of room we can add no new features until dormitory space is provided for the boys of the school who now occupy the entire second floor of this building. The industrial side of our work must be enlarged and with the new buildings planned for the future, we can put into operation several new phases of industrial training which will add very materially to this department.

However, we do not intend to lower the cultural standing of the school while striving to advance the vocational side. Both must be fostered and perfected as far as possible. The two subjects are coeval and should interlap in the curriculum of the school, giving due consideration at all times to the individual.

Order of the Day

Regular hours are imperative. To secure discipline, facilitate the work of the school and promote the health of the children the following is the daily schedule of the school. Sufficient allotment of time for work, play and rest is given each pupil.

The following is the daily schedule:

SCHOOL DAYS	
Rise . . . . .	6:00 A. M.
Breakfast . . . . .	6:45 A. M.
School . . . . .	8:00 A. M.
Recess . . . . .	10:45 to 11:00 A. M.
Close of School . . . . .	1:00 P. M.
Dinner . . . . .	1:10 P. M.
Shops and Industries . . . . .	2:00 P. M.
Close of Shops and Industries . . . . .	4:00 P. M.
Recreation . . . . .	4:00 to 5:30 P. M.
Supper . . . . .	5:30 P. M.
Study . . . . .	6:30 P. M.
Retire—Lights Out . . . . .	9:00 P. M.

SATURDAYS	
Rise . . . . .	6:00 A. M.
Breakfast . . . . .	6:45 A. M.
Shops and Industries . . . . .	8:00 A. M.
Close of Shops and Industries . . . . .	10:00 A. M.
Dinner . . . . .	1:00 P. M.
Supper . . . . .	5:30 P. M.
Meeting of Literary Societies . . . . .	6:30 P. M.
Retire—Lights Out . . . . .	9:00 P. M.



#### SUNDAYS

Rise . . . . .	6:30 A. M.
Breakfast . . . . .	7:30 A. M.
Sunday School . . . . .	9:00 A. M.
Dinner . . . . .	1:30 P. M.
Devotional Exercises . . . . .	2:30 P. M.
Refreshments . . . . .	5:30 P. M.
Meeting of Christian Endeavor Societies . . . . .	6:30 P. M.
Retire—Lights Out . . . . .	9:00 P. M.

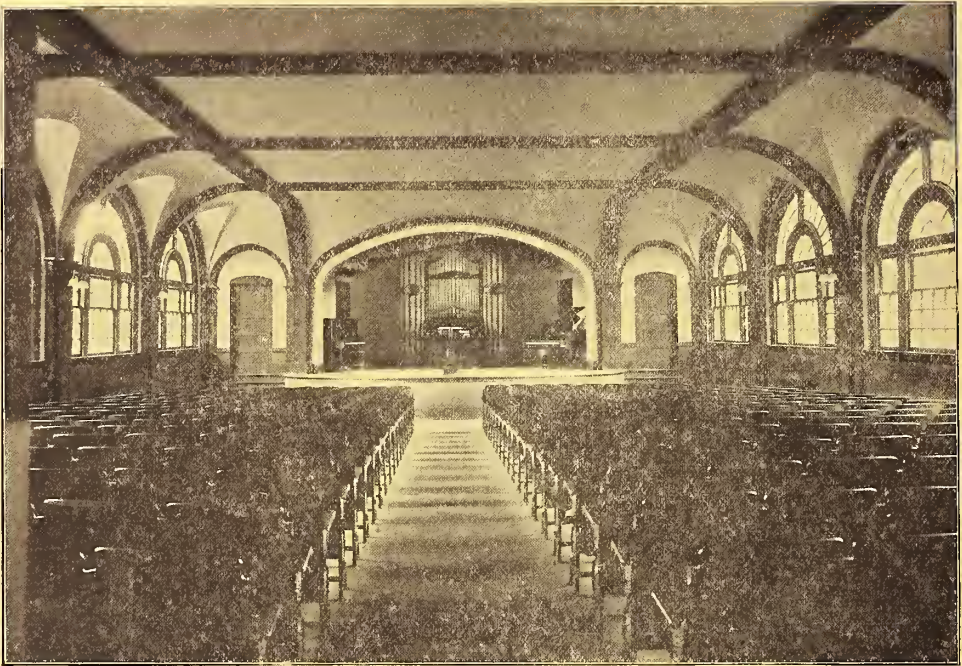
#### Improvements

The legislature of 1919 made an appropriation of \$45,000.00 for one of our buildings for Primary pupils. The cost of building operation of all kinds increased so rapidly that it was found impossible to complete this building within the specified appropriation. A contract was let, however, to complete as far as possible this building. The appropriation enabled us to erect the building without the inside trim. The remaining amount of the appropriation, namely \$7,520.00, for sundry smaller items has, or will be, expended for the purposes designated and will be sufficient to meet the demands for which they were appropriated.

#### Needs

The present high cost of living and the absolute necessity for more room and further expansion and growth of the school demand serious attention. Especially should our crowded condition be relieved as soon as possible.

All items under this head have had careful thought and nothing is asked for that is not necessary. No apologies will be made for the high estimated cost of these necessities as such is based upon and in keeping with the prevailing costs in every line of human endeavor at the present time. The amounts asked for under the different heads are not haphazard opinions or fatuous guess work. They have been figured out with the greatest accuracy possible in order that I may really help those upon whom the final decision rests to deal fairly and justly with the interests in their keeping. Therefore the figures are actual and not fanciful.



AUDITORIUM



DINING-ROOM



#### (A) BUILDING FOR PRIMARY PURPOSES

In our last report we asked for an appropriation of \$110,000.00 for two Primary Cottages for our small children. The sum of \$45,000.00 was granted. The rapid advancement of all building supplies from the time the report was written to the time the appropriated funds were made available, made it impossible to complete one of the proposed buildings. A contract was however let to construct a building as far as the funds would allow. This building is now complete as to all exterior work, but must await a further appropriation to complete the inside finish.

In this report we stressed the urgent need of two Primary buildings. We still continue to house our pupils in an indifferent sort of way—dormitories, dining-room and school rooms are crowded beyond the point of comfort. No more pupils can be admitted. We have a waiting list.

At present the girls occupy the second story of the Administration Building for dormitory purposes and the boys are using the second floor of the Industrial Building for similar purposes. Neither building is adapted for dormitory purposes. Expediency only of a temporary nature forced this usage until the dormitories could be built. As it is, the boys and girls are cramped in their sleeping quarters. Besides, the rooms occupied by the girls in the Administration Building are badly needed for other utilities of the School. We realize the fact that this condition can not be dissipated all at once and absolute relief afforded, but we do feel that some move should be made in the direction of alleviating the present condition as far as possible. And to that end we ask for an appropriation of \$110,000.00 for finishing the present building, for the erection of an additional primary building, and for the furnishing and equipment of both buildings. These buildings will be used exclusively by our small children, thereby beginning our much desired segregation plan. A postponement of this appropriation would mean that we would have to wait for several years before securing relief from the unsatisfactory situation now confronting us. Without this building the progress of the school would be materially lessened during those years. Our growth must be provided for.

## (B) BUILDING FOR NEGRO SCHOOL

The Legislature of 1915 made an appropriation to construct a building for school room and dormitory purposes. No provision has since been made to complete this building. A dining-room, laundry, kitchen and extra rooms for industrial purposes are needed. Some industrial training should be undertaken for the negro pupils. This can not be done until more room is provided.

For a number of years past we have been utilizing as a dining-room, laundry and kitchen, a portion of the dilapidated wooden structure once used a good many years ago for the white department. The upper floor of this old building now contains servants' bed-rooms. It is unsafe to risk human life further in this building which is a veritable fire-trap and likely to collapse during our storm periods.

To put up an addition to the present building, with temporary servants' quarters on the second floor, will cost \$45,000.00. At another date an appropriation will be asked for a separate building to house the servants. The second floor thus vacated will be made into an assembly hall for this department.

## (C) BULKHEADING PROPERTY

Situated as we are with the Eastern boundry of our property subjected to the ever-encroaching effects of the tides, it is necessary to erect a bulkhead of some permanent character to prevent this damage. A first class bulkhead would not only preserve the property, but would enable us to develop ample play grounds and an athletic field adjacent to the bulkhead. This open and protected space, free from the incursion of the tides, could be leveled and sodded and transformed into a beautiful field for all outdoor athletic sports.

We have no gymnasium; we have no suitable play grounds. The absolute demand for physical training among these children should be one of our first considerations.

To bulkhead this property, to bring it to a level, and to sod it—or parts of it—with grass will cost \$25,000.00.



#### (D) FIRE PROTECTION

Every protection possible should be made to safeguard the lives of our pupils from any possibility of a holocaust. The greatest possible care has ever been exercised to prevent a catastrophe of this kind. Our buildings are only two stories, we have direct water protection from the city and have ample hose in all the buildings. But with all these precautions, we still feel that further protection is necessary.

We are located about one and one-half miles from the fire station of the city and at the alarm of fire the city fire fighting apparatus can be at our front gate in approximately three minutes. The hard surfaced road all the way to this point makes this possible. But the deep sand through our grounds and to points of vantage for fighting fire from the various buildings, make access to these places uncertain. At a most critical time the heavy engines and trucks of the Fire Department are liable to become disabled or stuck trying to negotiate the heavy sand surrounding these buildings.

Unquestionably the wise thing to do is to construct hard surfaced roads from our front entrance through our grounds, passing in close proximity to each building, whereby, with proper fire hydrants, the Fire Department of the city will be enabled to reach the furthestmost building from their stations within a period estimated as not over four minutes from the time the alarm is sent in.

Plans and measurements for these roads have been made. We find that 4,000 square yards of driveways will be necessary to satisfy the above conditions. All hose in every building should be renewed and water pipes and yard fire hydrants placed at the most advantageous points as suggested by the Fire Department to further conserve the lives of our large household.

And while these roads are being put down, it will be an economical proposition to erect a monumental entrance to the grounds of the school.

To properly carry out this program of more adequate fire protection, it will take a sum of \$17,500.00.



LIBRARY



MUSIC STUDIO



(E) EXTENSION DEPARTMENT

This school should have a representative to travel throughout the State looking to the accomplishment of several purposes.

There are many deaf and blind children in the state who should be here and are not. This is largely due to ignorance, cupidity, or misplaced affection of parents, and in a great many instances to the indifference of communities. A large number of these children will grow into adult life in a state of ignorance beyond the power of human comprehension unless some means are devised whereby the parents can be induced to send them to school. A representative from the school could visit these parents in their homes, come in personal contact with them, explain just what the school stands for and how it will take care of and educate their child. Visits like these are seldom resultless. Aside from the humane viewpoint of searching out and bringing these children to school, the economic value to the State should not be overlooked. Every child snatched from a life of dependency and trained to useful and upright living has its unit of value to the State.

This representative of the school could be helpful to an increasing number of adult blind in the State—especially to those who have lost their sight after reaching maturity. People of this character are prone to despondency and melancholia and in many instances become a burden not only to themselves and to their relatives, but also to the community in which they live. Periodical visits could be made by our representative to these people. This representative would instruct these people how to read the raised print of the blind and possibly be helpful in suggesting ways or in assisting a number to become self-supporting, or partially so, to say the least. We feel that results of a very satisfactory nature can be secured by establishing such an extension department in connection with the school. In our opinion this is far more desirable at present than establishing a home for the adult blind.

A most hopeless, a most pitiful sight is the mother when she first discovers that her baby is either deaf or blind. The school representative will seek out such homes as these and instruct the mother how to properly train and prepare the child for his school life when he reaches the age of six.

To do this work for the biennium, and to do it well—it is best not to undertake it if we can not do it well—will necessitate an appropriation of \$7,500.00. This sum is to be expended for salary and travelling expenses of the representative and also to provide books for the indigent blind. Any balance to revert to the current expense account of the school.

(F) TILING DINING-ROOM FLOOR AND SCREENING WINDOWS  
AND DOORS TO DORMITORIES

It is advisable to tile our dining-room and kitchen floors. This is made necessary on account of the fact that our dining-room floors are laid on a cement foundation and this cement is built up from the ground, thereby giving no ventilation to preserve the wooden floors. The sheathing under these floors has already decayed in many places and constant repairs are needed to maintain the floors to a level and presentable condition.

We have never had sufficient funds to screen the doors and windows of the sleeping rooms of our pupils. This is urgent.

To tile the dining-room floor and kitchen floor and to place bronze wire screens on the doors and windows of sleeping rooms will take an appropriation of \$3,000.00.

(G) GENERAL REPAIRS

The sum of six thousand (\$6,000.00) dollars will be needed for the general upkeep of the buildings for the next two years. The woodwork on the outside of all our buildings needs painting. The rapid deterioration of all exposed painted surfaces due to our close proximity to the sea and the consequent effects of the salt laden breezes make it necessary to protect the wood work with frequent coats of paint. There are also numerous minor repairs which constantly need attention.

A little repairing here and there at a small cost and at the right time prevents a final heavy expense. We strive to keep our buildings in perfect condition and inspection is invited at all times; but with



the yearly wear and tear, added to the natural destructive tendency of children and young people, it means a constant outlay of money.

Out of this repair fund must come a sufficient amount to re-furnish the school with various household necessities, such as beds, bed linen, table linen, blankets, mattresses, rugs, etc., which are badly needed to replace those things now almost unusable, rendered so by years of constant use.

#### (H) SCHOLARSHIPS

Probably an increased number over former years of our graduates will seek a higher education the next two years and instead of the usual appropriation of \$1,000.00 granted us under this head we ask that this appropriation be increased to \$1,500.00

Any unexpended balance of this appropriation will be used in the further purchase of books for the library.

#### (I) ATHLETICS

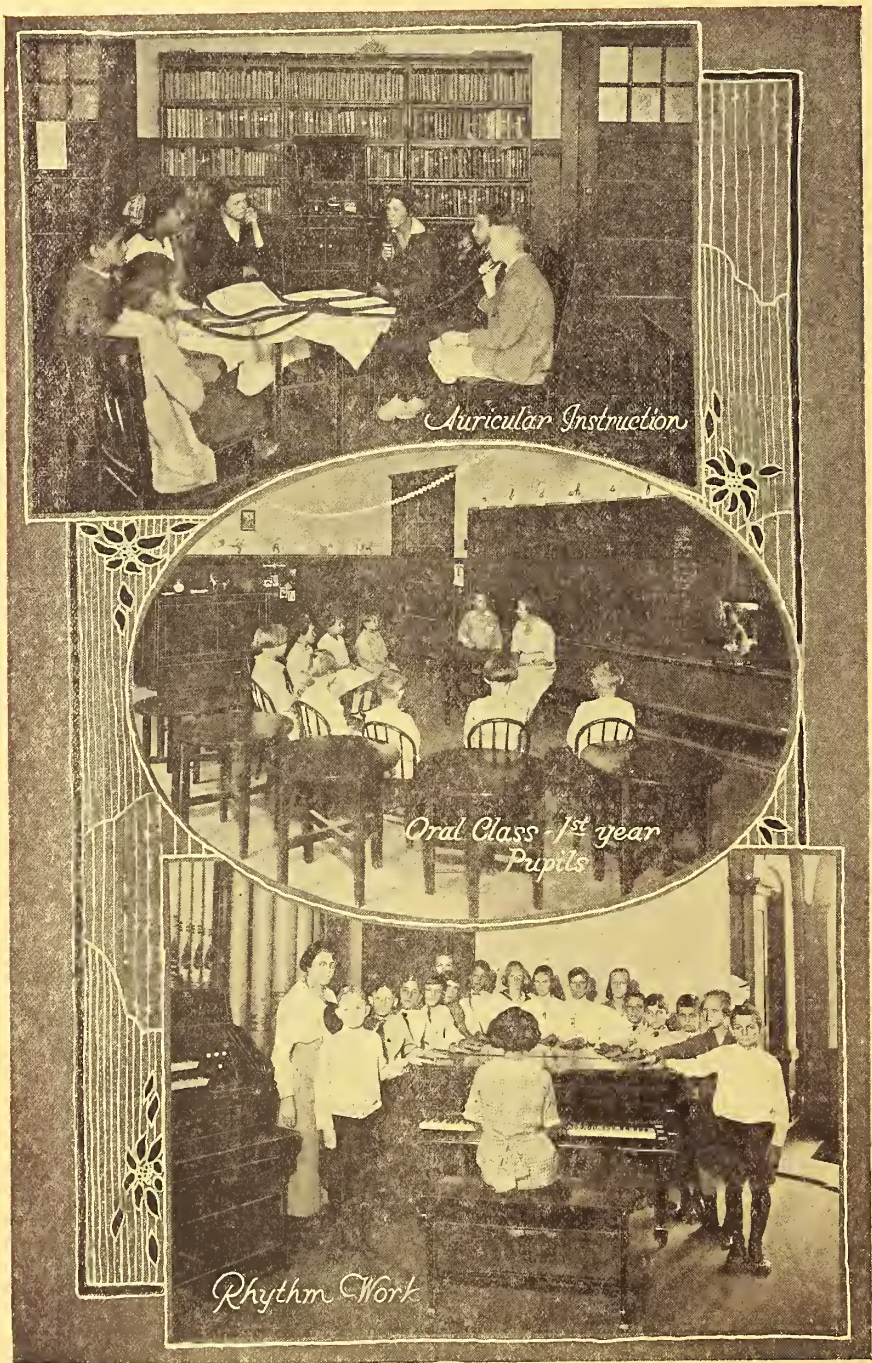
We have no gymnasium. We must have physical training of some kind for our pupils. A small sum is asked for to equip and train our athletic teams and put them in the field where they can come in contact and compete with high school teams throughout the State. The school has been represented by creditable foot-ball, basket-ball and base-ball teams during the past two years. The girls have developed one of the best basket-ball teams in the State.

Five hundred dollars have been given us for a number of years past and we feel that this money has been wisely appropriated, judiciously spent and its benefit proven to the school in more ways than one.

We therefore ask for the same amount for the next biennium.

#### (J) ELECTRIC TIME AND PROGRAM CLOCK AND BELL SYSTEM

A number of years ago when the school was small in numbers and in buildings one person and a hand bell was sufficient to punctuate the various periods of our daily program. We have outgrown



SCHOOL-ROOM WORK



this and now have to depend upon the various clocks and watches of a number of individuals whose duty it is to ring the bell throughout the day. The varying of these time-pieces causes much confusion and loss of time. It must also be remembered that our daily schedule is a very complex one. We have a schedule for the household, that is, a rising time, bed time, meal hours, etc. We have a schedule for the deaf literary department and another for the blind, and still another for the department of music. The industrial department in the afternoon has its schedule also.

The deaf children must have the clock faces for their guides and the bells keep the blind children informed as to the hours and the schedules.

To bring precision and co-ordination out of this confusion, it is necessary to install an electric time and program clock and bell system. To do this will require the sum of two thousand (\$2,000.00) dollars.

#### (L) PLAY GROUND APPARATUS

No school of progressive tendencies is considered complete without apparatus of various kinds for outdoor relaxation and recreation which is one of the basic requirements necessary to sustaining bodily health of growing childhood. This applies with more than appealing force to deaf and blind children.

We need play ground apparatus for our pupils and to secure in part such as is needed will cost \$2,500.00.

#### (M) DAIRY HERD AND ADDITION TO BARN

When it is remembered that our school population consists largely of children between the ages of six and sixteen, the great necessity of providing a supply of good fresh milk for these growing children is at once apparent.

Our barn is too small to take care of our present requirements and some repairs and additions are necessary.

We ask for \$5,000.00 under this head.

(N) DRYING ROOM FOR LAUNDRY

A drying room for our laundry is badly needed and we ask for \$1,500.00 for installing one.

(O) WATER-TIGHT FURNACE ROOMS

The furnace rooms of our hospital and building for colored pupils are under ground and during heavy rains these rooms become flooded and the heating plant is put out of commission. To make these furnace rooms water-tight an appropriation of \$1,200.00 is necessary.

(P) LIBRARY BOOKS

The school must have two libraries—one in ink print for the deaf department and another in point for the blind department. Books for the library for the blind are very expensive, but these libraries are the most important factors in our educational scheme and it is necessary for us to constantly add to its efficiency by constantly purchasing new books. For these libraries we ask for two thousand (\$2,000.00) dollars.

**Appropriation for Support**

The U. S. Commissioner of Education in his 1913 report gave the average per capita cost of the sixty-four schools for the blind as a little over \$328.00 and the average per capita of the one hundred and forty-seven schools for the deaf at nearly \$297.00. In Bulletin No. 79, Schools for the Deaf, 1917-18, issued recently by the Department of the Interior, the average per capita of the schools for the deaf was found to be \$358.00, an increase of over 21 per cent., from 1913. No recent estimate of the increased per capita of the schools for the blind is available, but we feel safe in assuming that it would show a corresponding rise, amounting to nearly \$400.00 per capita. This was two years ago. The statement that the cost of supplies and food stuffs have increased in general since the above report of 1917-18 was made needs no figures to prove the assertion. Salaries and wages show a greater proportionate increase. And with our continued small salaries we are not able to secure the services of competent instructors. The past year saw the loss of the greater part of our corps of teachers, all of whom were attracted to schools in other states by the offer of larger salaries than our financial condition would permit us to offer. In fact, the Florida School has become more or less a training school for teachers who, when



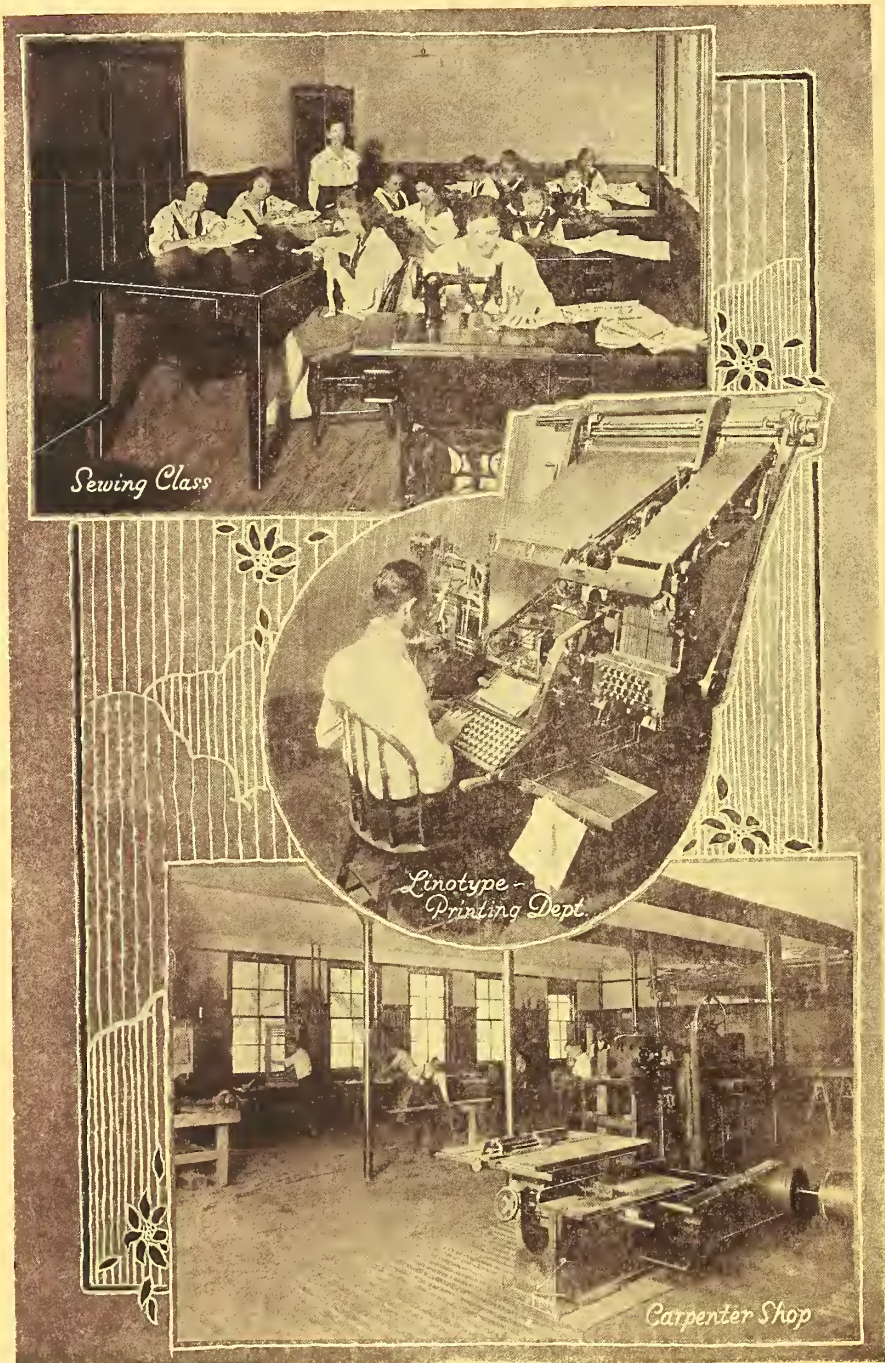
sufficiently experienced to be really valuable to us, are tempted away to other schools by attractive and liveable salaries. We need funds sufficient not only to retain our best and most experienced teachers, but also to attract to us others of proven ability.

Without any further increases in the present cost of living, we can continue the present high standard of the school in all departments at an annual cost of \$80,000.00, or \$160,000.00 for the biennium. This is based upon an estimated yearly attendance of two hundred pupils. This amount asked for is less than the combined average per capita of the deaf and the blind schools of the country will show for the years of 1921-23.

The affairs of the school can be conducted upon a still cheaper basis, but economy and efficiency are the motives and a smaller appropriation than asked for would not properly subserve the best interests of the school and would force and ingrain a false economy and non-efficiency into what is now a virile, wide-awake and progressive school.

SUMMARY OF NEEDS

1. Maintenance . . . . .	\$160,000.00
2. Completing present Primary Building . . . . .	\$25,000.00
Additional Primary Building . . . . .	75,000.00
Equipment above two buildings . . . . .	10,000.00 —
3. Dining-room, kitchen and laundry for Colored Department, also quarters for servants and equipment of same . . . . .	45,000.00
4. Bulkheading, Leveling and Sodding . . . . .	25,000.00
5. Fire Protection . . . . .	17,500.00
6. Extension Department . . . . .	7,500.00
7. General Repairs . . . . .	6,000.00
8. Dairy Herd and Addition to Barn . . . . .	5,000.00
9. Tiling Dining-room floor and screening windows and doors of dormitories . . . . .	3,000.00
10. Electric Time and Program Clock and Bell System . . . . .	2,000.00
11. Play Ground Apparatus . . . . .	2,500.00
12. Library . . . . .	2,000.00
13. Scholarships . . . . .	1,500.00
14. Drying Room for Laundry . . . . .	1,500.00
15. Making furnace rooms in hospital and building for colored pupils water-tight . . . . .	1,200.00
16. Athletics . . . . .	500.00
17. Equipment for Industrial Department . . . . .	500.00
Total . . . . .	<u>\$390,700.00</u>



INDUSTRIAL TRAINING

### Conclusion

In placing this report in your hands, showing its splendid growth and activities, I am conscious of the fact that the things we have accomplished could not have been accomplished had we not had the strong financial support from the people of the State through the wisdom and justice of our cause as viewed by their representatives in the General Assembly.

In closing I desire to record my appreciation for the loyal and sympathetic cooperation of your Honorable Board, individually and collectively. Our success is largely due to your intense devotion to, and inspiring love for, the sacred interests involved in the successful management and care and instruction of the deaf and the blind children of our State.

I also desire to express my further appreciation of the help and cooperation of the corps of teachers and officers who have contributed so much and so unselfishly toward the success of the school.

Respectfully submitted,

A. S. Walker,

*President*





# *Financial Statement for the Year Beginning July 1, 1918 and Ending June 30, 1919*

## CURRENT EXPENSE FUND

### *Resources:*

Balance Brought Forward July 1, 1918 from 1917 Legis-	
lative Appropriation . . . . .	\$ 39,796.49
Amount Transferred from Building Fund . . . . .	5,119.76
	<hr/>
Total Resources . . . . .	\$ 44,916.25

### *Expenditures:*

For Salaries . . . . .	\$ 20,163.76
For Equipment, Furniture, Apparatus . . . . .	4,287.96
For Heat, Light and Water . . . . .	3,960.33
For Postage, Stationery, Office Expenses . . . . .	682.37
For Advertising and Printing . . . . .	52.52
For Buildings and Repairs . . . . .	1,000.53
For Traveling Expenses . . . . .	1,160.61
For Freight and Express . . . . .	391.21
For Feed Stuffs . . . . .	12,061.20
For Books and Publications . . . . .	156.97
For Miscellaneous Expenses . . . . .	998.79—\$ 44,916.25
	<hr/>

## INCIDENTAL FUND

### *Resources:*

Receipts for the Year . . . . .	\$ 578.04
	<hr/>
Expenditures—None	
Unexpended Balance July 1, 1919 . . . . .	\$ 578.04

## BUILDING FUND

### *Resources:*

Balance Brought Forward July 1, 1918 from 1917 Legis-	
lative Appropriation . . . . .	\$ 19,519.76
Less Amount Transferred to Educational Fund . . . . .	5,119.76
	<hr/>
Total Resources . . . . .	\$ 14,400.00

### *Expenditures:*

For Reclamation of Land . . . . .	\$ 13,797.43
For Scholarships . . . . .	200.00—\$ 13,997.43
	<hr/>
Unexpended Balance July 1, 1919 . . . . .	\$ 402.57



# *Financial Statement for the Year Beginning July 1, 1919 and Ending June 30, 1920*

## CURRENT EXPENSE FUND

### *Resources:*

Appropriation by 1919 Legislature . . . . .	\$120,000.00
---	--------------

### *Expenditures:*

For Salaries . . . . .	\$ 24,363.29
For Equipment, Furniture, Apparatus . . . . .	4,512.74
For Heat, Light and Water . . . . .	3,339.20
For Postage, Stationery, Office Expenses . . . . .	700.84
For Advertising and Printing . . . . .	27.13
For Building and Repairs . . . . .	387.41
For Traveling Expenses . . . . .	954.76
For Freight and Express . . . . .	1,737.23
For Feed Stuffs . . . . .	15,222.65
For Books and Publications . . . . .	162.29
For Miscellaneous Expenses . . . . .	1,089.99—\$ 52,497.53
Unexpended Balance July 1, 1920 . . . . .	\$ 67,502.47

## INCIDENTAL FUND

### *Resources:*

Brought Forward July 1, 1919 . . . . .	\$ 578.04
Receipts for the Year . . . . .	209.50
Total Resources . . . . .	\$ 784.54
Expenditures—None . . . . .	
Balance July 1, 1920 . . . . .	\$ 787.54

## BUILDING FUND

### *Resources:*

Appropriated by 1919 Legislature . . . . .	\$ 53,500.00
--	--------------

### *Expenditures:*

For Primary Building . . . . .	\$ 38,036.75
For Special Repairs . . . . .	1,455.82
For Athletics . . . . .	143.88
For Library, Pianos and Apparatus . . . . .	1,973.58
For Scholarships . . . . .	500.00—\$ 42,110.03
Unexpended Balance July 1, 1920 . . . . .	\$ 11,389.97



OUR SLEEPING QUARTERS

# Roster of Students

<i>Name of Student</i>	<i>County</i>
DEAF BOYS	
1. ATEs, HENRY . . . . .	Santa Rosa
2. BLEDSOE, EDWIN . . . . .	Escambia
3. BLUE, DALTON . . . . .	Washington
4. BODIE, ARCHIE . . . . .	Washington
5. BUXTON, FRANK . . . . .	Polk
6. CALIGIURI, FLORIAN . . . . .	Duval
7. CANELLO, ANGELO . . . . .	Hillsboro
8. CLEMONS, EDWARD . . . . .	Hillsboro
9. ECHOLS, LEROY . . . . .	Suwannee
10. EIGLE, LOUIS . . . . .	Lake
11. ERPENBACH, STANLEY . . . . .	Dade
12. FICAROTTA, PHILLIP . . . . .	Hillsboro
13. FLORA, BASIL . . . . .	Palm Beach
14. FORDE, DUWARD . . . . .	Duval
15. GILBERT, CHESTER . . . . .	Washington
16. CODWIN, PETE . . . . .	Polk
17. GRAFFAM, GEO. S. JR. . . . .	Pasco
18. GREENLEAF, LEWIS . . . . .	Duval
19. HAGUE, CURTIS . . . . .	Palm Beach
20. HARBUCK, PAUL . . . . .	Hamilton
21. HASLETT, EDGAR . . . . .	Duval
22. HAY, ELZIE . . . . .	Polk
23. HENDERSON, BILLIE . . . . .	Pinellas
24. HINES, IRVIN . . . . .	Putnam
25. HOAGLAND, ROBERT . . . . .	Duval
26. HOLLAND, CARL . . . . .	Volusia
27. HOLLOWAY, ALBERT . . . . .	Orange
28. ISAACS, LEWIS . . . . .	Alachua
29. JENNINGS, L. E. . . . .	St. Lucie
30. JONES, URIEL . . . . .	Marion
31. KALAL, KHALEEL . . . . .	Polk
32. KALAL, ROGIE . . . . .	Polk
33. KELLEY, BERTRAM . . . . .	Santa Rosa
34. KIRBY, WILLARD . . . . .	Alachua
35. LEWIS, WILLIAM . . . . .	Columbia
36. LIGHTBODY, ADDIN . . . . .	Duval
37. LONG, DANIEL . . . . .	Leon
38. LORENZ, BEN . . . . .	Osceola
39. LOWRY, HORACE . . . . .	Holmes
40. MILLER, JOHN . . . . .	Lake
41. MOORE, BUFFORD . . . . .	Lee
42. MOORE, CECIL . . . . .	Hillsboro

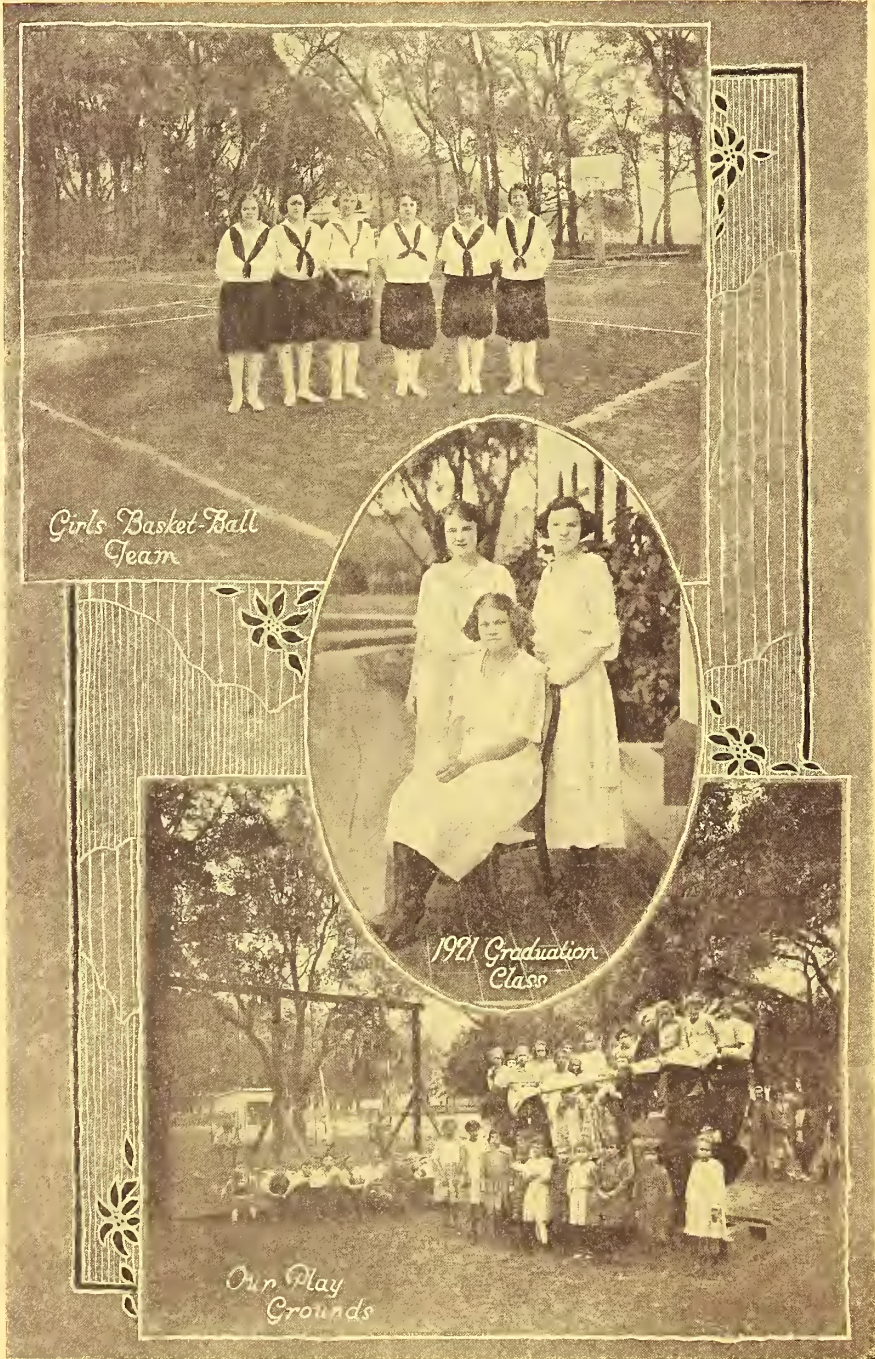
<i>Name of Student</i>	<i>County</i>
43. MORROW, MERVIN . . . . .	Putnam
44. MOTLEY, NEAL . . . . .	Holmes
45. MYERS, JULIUS . . . . .	Pinellas
46. NASH, WILLIAM I. . . . .	Pinellas
47. PADGETT, WALMER . . . . .	Columbia
48. PARKER, CHARLIE . . . . .	Escambia
49. PARKER, JOSIAH E. . . . .	Putnam
50. POOSER, JULIUS . . . . .	Polk
51. PURON, GERVASIO . . . . .	Hillsboro
52. RATLIFF, SAM . . . . .	Hillsboro
53. ROBERTS, DONALD . . . . .	Duval
54. ROSE, HERBERT . . . . .	Dade
55. RUSH, C. W. . . . .	Hillsboro
56. SAPP, RAYMOND . . . . .	Osceola
57. SESSOMS, MARVIN . . . . .	Pasco
58. SHAW, CLARENCE . . . . .	Walton
59. SHAW, LEWIS . . . . .	Walton
60. SHOOK, FLAE . . . . .	Polk
61. SHOUPPE, MAURICE . . . . .	Jackson
62. SKINNER, HARDY . . . . .	Duval
63. SOUTHERN, WILLIE . . . . .	Escambia
64. STEPHENS, GLENN . . . . .	St. Johns
65. TERRILL, MELVIN . . . . .	Polk
66. THOMPSON, DESSO . . . . .	St. Johns
67. VIRSIDA, ANTONIO . . . . .	St. Johns
68. WALKER, THOMAS . . . . .	Polk
69. WEBB, MALCOLM . . . . .	Lee
70. WIGGINS, PAUL . . . . .	Washington
71. WRIGHT, GORHAM . . . . .	Dade
72. WRIGHT, HERBERT . . . . .	Dade

#### DEAF GIRLS

1. ATKINS, DOROTHY . . . . .	Pinellas
2. ATKINS, HELEN . . . . .	Pinellas
3. BELAUCER, ELIZA . . . . .	Duval
4. BLACKWELDER, REBA . . . . .	Duval
5. BLUE, THELMA . . . . .	Washington
6. BREWER, MYRTLE . . . . .	Dade
7. BROWN, MINNIE . . . . .	Osceola
8. BRUNSON, EARLENE . . . . .	Escambia
9. CASTELLO, JOSEPHINE . . . . .	Hillsboro
10. CASTELLO, ANNA . . . . .	Hillsboro
11. CLEMONS, ANNIE . . . . .	Hillsboro
12. CONE, CLARABEL . . . . .	Hillsboro
13. CRAWFORD, ETHEL . . . . .	Duval
14. CROLEY, ROBERTA . . . . .	Pinellas
15. CRUMP, MARY JIM . . . . .	Polk



<i>Name of Student</i>	<i>County</i>
16. DANIELS, VERA . . . . .	Washington
17. DAVIS, ETHEL . . . . .	. Okaloosa
18. DAVIS, RUBY . . . . .	. Okaloosa
19. DAY, WILLIE . . . . .	. Brevard
20. EIGLE, MARJORIE . . . . .	. Lake
21. FERNSIDE, DIXIE . . . . .	. Madison
22. FLORA, AUDRY. . . . .	Palm Beach
23. FLORA, DOLORES . . . . .	Palm Beach
24. GAY, VINA . . . . .	Washington
25. GILES, FLORENCE . . . . .	. Duval
26. GOODREAD, JUANITA . . . . .	. Broward
27. GRAW, LILLIAN . . . . .	. Taylor
28. HARRIS, EDDA . . . . .	Columbia
29. HAZEN, LOIS . . . . .	. Lake
30. HENDERSON, BESSIE . . . . .	. Jefferson
31. HERRIN, LEOLA . . . . .	Hernando
32. HILL, CLARICE . . . . .	. Pasco
33. HOLLAND, PEARL . . . . .	. Volusia
34. JAMES, FANNIE . . . . .	. Lee
35. JOHNSON, SARAH . . . . .	. Duval
36. LEACH, BEULAH . . . . .	. Polk
37. LIGHTBODY, IRENE . . . . .	Duval
38. LINTON, LAURA . . . . .	Escambia
39. LORENZ, AMALIA . . . . .	. Osceola
40. MCGOWAN, MARY . . . . .	. Duval
41. MARGETTS, NORA . . . . .	. Osceola
42. MILLER, MAVIS . . . . .	Washington
43. MIXON, ETHEL . . . . .	. Orange
44. MOORE, AGNES . . . . .	Hillsboro
45. MOTLEY, IVRY . . . . .	. Holmes
46. OWENS, POLLY ANN . . . . .	Santa Rosa
47. PADGETT, RUBY . . . . .	. Osceola
48. PARKER, CORA . . . . .	Hillsboro
49. ROBERTS, EUGENIA . . . . .	. Pasco
50. RUFF, VIONA . . . . .	Santa Rosa
51. SAWYER, FANNIE . . . . .	. Duval
52. SAWYER, GRACE . . . . .	. Dade
53. SILAS, ALICE . . . . .	. Polk
54. SNOWDEN, ETHEL. . . . .	. Bradford
55. STANTON, RUTH . . . . .	Washington
56. STEVENSON, CLARA . . . . .	. Holmes
57. TYSON, BERTHA . . . . .	. Pinellas
58. TYSON, BLANCHE . . . . .	. Pinellas
59. WAGNER, FRANCES . . . . .	. St. Lucie
60. WELLS, FLORENCE . . . . .	Escambia
61. WHITE, ELTHA . . . . .	. Duval
62. WILSON, LALLA . . . . .	. Putnam
63. WIMBERLY, EXA MAE. . . . .	. Jackson
64. YELVINGTON, GWENDOLYN . . . . .	. Duval



*Girls Basket-Ball Team*

*1921 Graduation Class*

*Our Play Grounds*

RECREATION

*Name of Student*

*County*

BLIND BOYS

1. AYERS, JESSE . . . . .	Bay
2. BLANTON, CHARLIE . . . . .	Jefferson
3. BUTLER, WILLIE . . . . .	Duval
4. CANNON, LUTHER . . . . .	Duval
5. EDGAR, BALLARD . . . . .	Walton
6. EDGAR, TANK . . . . .	Walton
7. EMBURY, EDWARD . . . . .	Dade
8. GREY, LAWRENCE . . . . .	DeSoto
9. ISAACS, CHARLIE . . . . .	Alachua
10. KLIENKAUF, PHILIP . . . . .	Palm Beach
11. KNOWLES, WESLEY . . . . .	Suwannee
12. MACY, ALBERT. . . . .	Hillsboro
13. MARTIN, AUBRAY . . . . .	Hillsboro
14. NASRALLAH, ALEXANDER . . . . .	Duval
15. NASRALLAH, WALTER . . . . .	Duval
16. ORCHARD, OTTO . . . . .	Polk
17. PELHAM, CLAYTON . . . . .	Jackson
18. PITTMAN, HARRY . . . . .	DeSoto
19. SANDS, JEROME . . . . .	Dade
20. SHEROUSE, LAFAYETTE . . . . .	Marion
21. SOMERS, PERCY . . . . .	Duval
22. TALLANT, EMILE . . . . .	Duval
23. THOMPSON, JULIAN . . . . .	Lake
24. WEADLEY, JOHN . . . . .	Duval
25. WHEELER, THOMAS . . . . .	Dade

BLIND GIRLS

1. CHASTEEN, NORA . . . . .	Lake
2. COX, RUTH . . . . .	Columbia
3. GAMBLE, DOLORES . . . . .	Duval
4. GODWIN, DOLLIE . . . . .	Polk
5. GRACE, EVA AILEEN . . . . .	Duval
6. GREEN, OLA . . . . .	Duval
7. JONES, GLADYS . . . . .	Volusia
8. MCKEE, LEONA . . . . .	Duval
9. NASRALLAH, ROSIE . . . . .	Duval
10. PELHAM, NETTIE . . . . .	Jackson
11. REED, MAMIE . . . . .	Polk
12. SALTER, HELEN . . . . .	Pinellas
13. SPARKMAN, OPHELIA . . . . .	Duval
14. WHEELER, KATHLEEN . . . . .	Dade
15. WHEELER, MINNIE . . . . .	Dade



## COLORED DEPARTMENT

*Name of Student*

*County*

### DEAF BOYS

1. BRUNSON, CHARLIE . . . . .	Gadsden
2. CASON, WALTER . . . . .	Polk
3. KEYS, ALBERT . . . . .	Hillsboro
4. KING, GEORGE . . . . .	Duval
5. GOODIN, VANDEMUS . . . . .	Putnam
6. LAWRENCE, JESSE . . . . .	Volusia
7. LONG, LONNIE . . . . .	Jackson
8. MITCHELL, SAM . . . . .	St. Johns
9. ROBINSON, DEWITT . . . . .	Gadsden
10. SIMMONS, WARREN . . . . .	Suwannee
11. SUGGS, WALTER . . . . .	Gadsden
12. WILLIAMS, VANEL . . . . .	Duval
13. WHITE, CARY . . . . .	Jackson
14. WHITE, PAGE . . . . .	Jackson

### DEAF GIRLS

1. BANKS, ELODIE . . . . .	Escambia
2. DANIELS, GENEVA . . . . .	Palm Beach
3. KNIGHT, LUCILLE . . . . .	Manatee
4. RAWLS, MELDA . . . . .	Duval
5. RICHARDSON, LOUISE . . . . .	St. Johns
6. RICHARDSON, MARIE . . . . .	Duval
7. ROELACK, MARIE . . . . .	Duval
8. SIMMONS, CORA . . . . .	Suwannee
9. STEVENS, ANNIE . . . . .	Duval
10. THOMAS, MENA . . . . .	Volusia
11. WRIGHT, JOHNNIE BELL . . . . .	Jackson

### BLIND BOYS

1. ALLEN, ANDREW . . . . .	Nassau
2. DAVIS, DONNIE . . . . .	Washington
3. FARROW, JOHNNIE . . . . .	Duval
4. GREEN, REGINALD . . . . .	Duval
5. GREGORY, JOHN . . . . .	Duval
6. GREGORY, MILTON . . . . .	Duval
7. LONG, RUFUS . . . . .	Volusia
8. PINCKNEY, JEROME . . . . .	Hillsboro
9. ORNER, DEWITTE . . . . .	Hernando

### BLIND GIRLS

1. HALL, GEORGIA . . . . .	Suwannee
----------------------------	----------



## *General Information*

This is a school supported by the state for educating all children within the State whose defective sight or hearing makes it impossible or difficult for them to receive instruction in the public schools. To be eligible, a child must be too deaf or too blind to be educated in the common schools, of sound mind and between the ages of six and twenty-one.

Any person desiring to enter a pupil at the School should write the President, stating:

1. Name, age, sex and color of pupil.
2. Name and address of parents or guardian.

This is a school, NOT an asylum, or home, or hospital, or reformatory.

It is strictly and solely a SCHOOL. Its purpose is educational, to give literary and industrial training to deaf and blind children. Only educable children of school age will be admitted and retained. Those attending school should not be called "inmates," "patients," or subjects of charity.

Its aim is to so train and teach its pupils that they may be able to take their place among the busy ranks of their more fortunate brothers and lead useful and independent lives.

### *Proper Time for Admission*

Pupils are received at my time except during vacation. The best time to enter a child is at the opening of the school, the latter part of September. The school term is eight months and it is necessary to make each day's work count in order that the school maintain its high standard of efficiency. Each pupil should therefore be present to begin work promptly at the opening of each session and remain without interruption the entire school term.

Parents should endeavor to get their children here while they are young. It is advisable to enter a child at six years of age.

### *Location*

The School is located one mile north of the old "City Gates." The northern terminus of the car line is only one block from the school, giving easy access to and from the city. From the rear of the buildings a beautiful view of the ocean may be obtained.

With the beautiful location and balmy fresh air from the sea and the pure artesian water from our own well, the health and happiness of the children are assured.

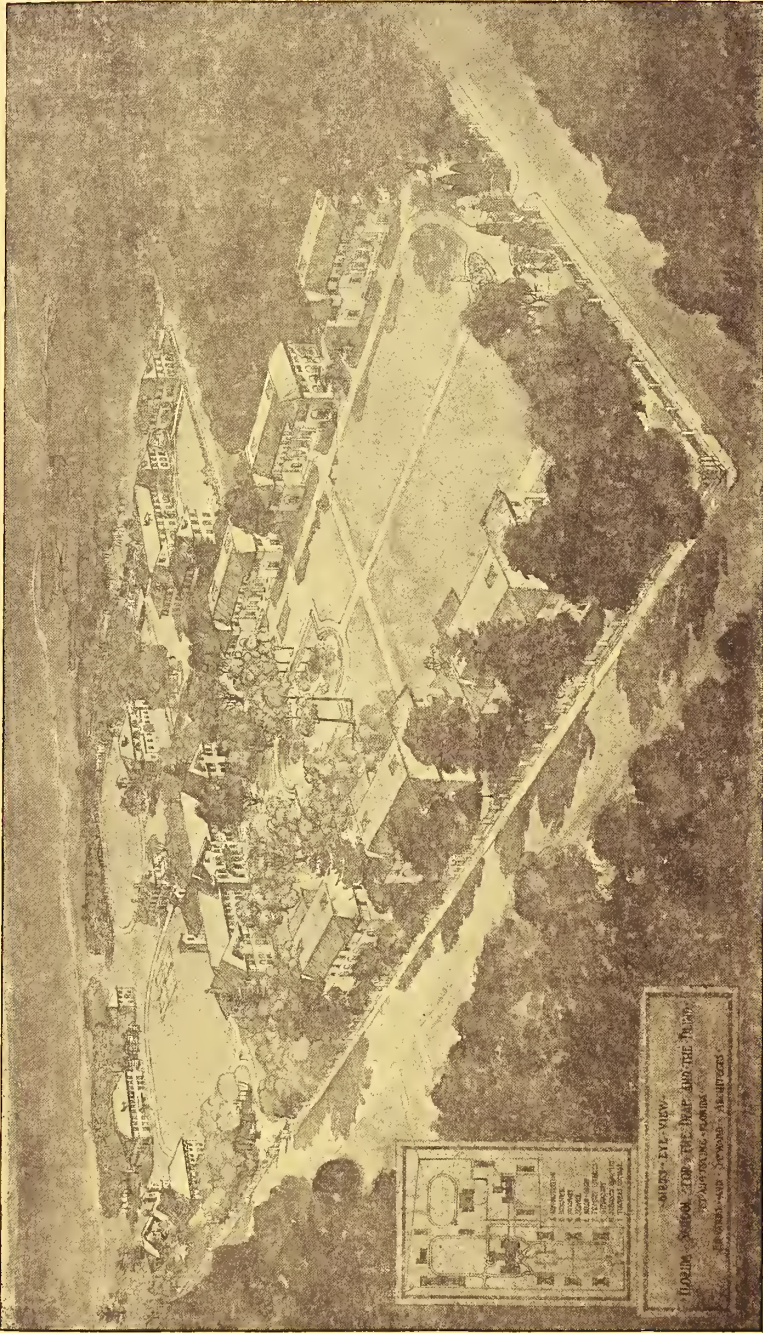
### *Miscellaneous*

Letter day comes twice a month, at which time a letter is sent to each parent.

There is no protracted Christmas vacation as the term is only eight months, and parents are earnestly requested not to ask for their children to visit home during the session.

The government of the school is that of a well-regulated family and careful attention is paid to the health, manners, comfort and habits of the pupils.

Any person sending the address of a deaf or blind child, not in school, will be doing a real service to a class whose lives need in a peculiar degree the blessing and light of an education.



BIRD'S EYE VIEW OF THE FLORIDA SCHOOL FOR THE DEAF AND THE BLIND  
AS IT IS BEING DEVELOPED





MAIN ENTRANCE FROM SAN MARCO AVENUE

## FOREWORD

*This report is from the press of the school and is the handiwork of the deaf students in this department.*



*In our industrial department various trades are taught the deaf and the blind students—such trades as are considered practical for these people to follow after leaving school and thereby earn a livelihood.*



FLORIDA STATE SCHOOL FOR  
THE DEAF AND THE BLIND  
SAINT AUGUSTINE



ENTRANCE TO MAIN BUILDING

PRESIDENT'S  
BIENNIAL REPORT  
1920-1922

13578  
F4 C  
1920-22



ADMINISTRATION BUILDING

# State Officials

## 1923

### STATE BOARD OF EDUCATION

HIS EXCELLENCY, CARY A. HARDEE, *Chairman* . . . Governor  
HON. H. CLAY CRAWFORD . . . . . Secretary of State  
HON. J. C. LUNING . . . . . State Treasurer  
HON. RIVERS H. BUFORD . . . . . Attorney-General  
HON. W. S. CAWTHON, *Sec'y* . . . Supt. Public Instruction

---

### STATE BOARD OF CONTROL

P. K. YONGE, Pensacola, *Chairman*  
E. L. WARTMANN, Citra J. B. SUTTON, Tampa  
J. C. COOPER, Jr., Jacksonville W. L. WEAVER, Perry  
J. T. DIAMOND, Tallahassee, *Secretary*

# Faculty and Officers

SESSION 1922—1923

## EXECUTIVE DEPARTMENT

ALBERT H. WALKER, A. B., LITT. D., . . . . . *President*  
MRS. MILDRED REES THOMAS . . . . . *Secretary to President*

---

## EDUCATIONAL DEPARTMENT

### *Teachers of the Deaf*

MRS. S. M. MOORE, *Supervising Oral Teacher*

MISS ROWENA S. CORNISH	MISS FEROLD A. PARRY
MISS ANNIE V. CRAIG	MISS EULAH SPICER
MISS META HANSMAN, B. S.	MRS. ROSE M. UNDERHILL
MRS. LEONORA HOPKINS	MISS ELIZABETH WARREN
MISS MARIE P. ORR	MISS ELLA L. WARREN
MISS NANNIE C. ORR	MISS KATE LYNN WOOD

ODIE WILLIAM UNDERHILL, A. B.

### *Teachers of the Blind*

H. WILSON BEATY	MISS LUCILLE FERGUSON
THOMAS M. GIBBS	MISS PEARL BROWN

---

## DEPARTMENT OF MUSIC

MISS DAISY B. WILSON	MISS MARY SCOTT MOORE
----------------------	-----------------------



## INDUSTRIAL DEPARTMENT

O. W. UNDERHILL . . .	Instructor in Printing and Linotyping
EUGENE HOGLE . . . . .	Instructor in Carpentry
MISS WILLIE McLANE . . . . .	Instructor in Sewing
MISS META HANSMAN . . . . .	Instructor in Domestic Science
MISS LUCILLE FERGUSON . . . . .	Instructor in Weaving
MISS PEARL BROWN . . . . .	Instructor in Basketry
THOMAS M. GIBBS . . . . .	Instructor in Broom-making and Chair-caning
MISS LILA BEATY . . . . .	Instructor in Typewriting

---

## DOMESTIC DEPARTMENT

MRS. ALBERT H. WALKER . . . . .	Matron
MISS REKA FOLBRECHT . . . . .	Housekeeper
MISS ESTHER GAY . . . . .	Assistant Housekeeper
A. W. UNDERWOOD, M. D. . . . .	Physician
E. L. SMITH, D. D. S. . . . .	Dentist
MISS SALLIE EUBANKS . . . . .	Nurse
EUGENE HOGLE . . . . .	Superintendent of Buildings and Grounds
MISS WILLIE McLANE . . . . .	Girls' Supervisor
MRS. A. S. PRICE . . . . .	Assistant Girls' Supervisor
MISS MARY RHYNE . . . . .	Little Boys' Supervisor
MISS NANNIE CARPENTER . . . . .	Assistant Little Boys' Supervisor
CARL HOLLAND . . . . .	Large Boys' Supervisor
THOMAS M. GIBBS . . . . .	Blind Boys' Supervisor

---

## WARTMANN COTTAGE

MRS. J. M. BRYAN . . . . .	Housekeeper
MISS WILLIE RAINES . . . . .	Supervisor, Little Boys
MISS EMMA EASON . . . . .	Supervisor, Little Girls

---

## DEPARTMENT FOR THE COLORED

WALTER REMBERT . . . . .	Teacher of the Blind
VIRGINIA JAMES . . . . .	Teacher of the Deaf
MARTINA VALDEZ . . . . .	Teacher of the Deaf
KATIE GREGG . . . . .	Housekeeper
CARY WHITE . . . . .	Supervisor of Boys

“Teacher! to thyself  
Thou hast assumed responsibilities  
Of heavy weight. A mighty peerless work  
Is thine. The golden chords attuned by thee,  
Or grown by thy neglect discordant, not  
In time alone, but through the limitless  
Expanse of all eternity, shall throb;  
And should one note, which thou, by greater care,  
More zealous labors, or by added skill,  
Might now attune in harmony, be found  
At last in dissonance with virtue, truth,  
Or mental symmetry, in Heaven’s sight,  
Methinks a fearful guilt will on thee rest.  
Thou hast to do with God’s most noble work!  
The image fair and likeness to himself!  
Immortal mind! That emanation bright  
From his Divinity! Sole transfer made  
To man from his own deathless nature! Such,  
Instructor, is thy trust. Thus sacred, high,  
And precious, e’en beyond all finite power  
To estimate, thy holy charge. No work  
Of art, or finest mechanism in things  
Material, hath e’er so challenged for  
Its right discharge e’en the vast aggregate  
Of human skill.”

# PRESIDENT'S BIENNIAL REPORT

ST. AUGUSTINE, FLORIDA, October 1, 1922.

*To the Honorable State Board of Control, State of Florida.*

GENTLEMEN:—I herewith respectfully present to you a report of the history and progress of the Florida School for the Deaf and the Blind for the period beginning July 1, 1920, and ending June 30, 1922.

This report brings to a close the thirty-eighth year of the history of the school.

This being an educational institution, the matters of greatest concern obviously relate to school work, though almost coextensive in importance are matters pertaining to the industrial training and social improvement of our large household composed of the deaf and the blind youth gathered from families from almost every county in the state.

This school in reality is nothing more than one of the exponents of the established public school system of the State reaching out so as to include children who by reason of impaired hearing or defective vision would otherwise be excluded from entering the public schools of the state.

To carry out this educational provision in the ease of deaf and blind children requires somewhat more complicated machinery, somewhat more of expense, somewhat more of care and patience, but who is there that will grudge the necessary expense or gainsay the wisdom of a provision that brightens the lives and transforms into citizens children who through accident or birth or disease would otherwise be banished into eternal gloom and who in addition would become burdens to their parents, friends and community.

The question requires no argument for it is conceded that education and training of normal youth is necessary if civilization is to be cherished, and if this be true as relates to normal youth, how greatly is this truth magnified when we come to consider the importance of similar attention to the happiness and success of the youth who are handicapped by the loss of one of the senses.

As members of the State Board of Control you are, however, familiar with the purposes of the school and have an intimate knowledge of splendid achievements attained in sending out into the state many young deaf and blind students who have received the boon of an education and who in most cases have become happy, contented and self-sustaining citizens of the State. And the information contained in this report is submitted in great part only as a matter of record. You are too deeply interested in the welfare of the school and too active for its advancement to receive for the first time an account of its activities for the past biennium.

In a number of previous reports we have outlined at some length the general scope and policy of the school. As there has been no change in this respect, it will be necessary to repeat in part what has been presented in former reports.



INDUSTRIAL BUILDING



It gives me great pleasure to record the continued prosperity of the school in all departments. The attendance continues to increase from year to year and it is constantly a problem to provide facilities for the admission of all who seek to enter. In fact, we have been forced to deny admission during the past few years to quite a number of applicants on account of our crowded condition.

To be useful a school must be helpful and uplifting in all its activities. We have endeavored to establish and maintain a reputation for sound, practical instruction, divesting our special work of all superficial and impractical methods. We follow only those lines of education and training that we feel will eventually prove satisfactory to the graduate in adapting himself to the demands made upon him to earn a livelihood—and in bringing a few of life's higher pleasures to his restricted pathway.

In reviewing the work of the various departments of the school and presenting this review in the form of a report, we do so fully conscious of the fact that it will serve its highest purpose if it deals not too much in the smaller details of the life of the school and if it is held free from those technical terms that are peculiar to our line of special instruction.

ATTENDANCE

Our records show that we enrolled two hundred and forty pupils during the past biennium. The following table shows classification of pupils and attendance by counties:

WHITE—		COLORED—	
Deaf . . . . .	140	Deaf . . . . .	34
Blind . . . . .	53	Blind . . . . .	13

NUMBER OF STUDENTS BY COUNTY

Alachua . . . . .	4	Jackson . . . . .	11	Pasco . . . . .	2
Bay . . . . .	1	Jefferson . . . . .	2	Pinellas . . . . .	11
Bradford . . . . .	4	Lake . . . . .	7	Polk . . . . .	19
Brevard . . . . .	3	Lee . . . . .	5	Putnam . . . . .	4
Clay . . . . .	1	Leon . . . . .	4	Santa Rosa . . . . .	2
Columbia . . . . .	3	Nassau . . . . .	4	Seminole . . . . .	1
Dade . . . . .	10	Madison . . . . .	1	St. Johns . . . . .	11
DeSoto . . . . .	1	Manatee . . . . .	1	St. Lucie . . . . .	2
Duval . . . . .	39	Marion . . . . .	7	Sumter . . . . .	3
Escambia . . . . .	7	Monroe . . . . .	1	Suwanee . . . . .	7
Gadsden . . . . .	7	Okaloosa . . . . .	4	Vclusia . . . . .	6
Hamilton . . . . .	1	Okeechobee . . . . .	1	Walton . . . . .	4
Hernando . . . . .	1	Orange . . . . .	3	Washington . . . . .	7
Hillsborough . . . . .	18	Osceola . . . . .	2		
Holmes . . . . .	4	Palm Beach . . . . .	4		
					240

TERMS OF ADMISSION

This school is intended to supplement the public school system of our State. Children residing in the State, between the ages of six and twenty-one, capable of attending a school and profiting by instruction, who from defective hearing or sight can not be taught in the public schools, are admitted here.

A child does not necessarily have to be totally deaf or totally blind to secure admission. To be admitted he must be unable to make progress in the public schools on account of defective vision or hearing.

This is a school. Its purposes are strictly educational. It is not custodial in its character. Children in such poor health as to be unable to attend school regularly or who have not sufficient mental ability to receive instruction and to progress thereby can not remain. Progress is the test.

Parents or guardians having a child who from defective hearing or vision can not be taught in the public schools should write the President of the School and ask for the blanks necessary to enter the child. These will gladly be furnished. There is a blank application which must be filled out by the parent or guardian. This blank contains questions as to the child's name, age, cause of deafness or blindness, general condition of health, physical and mental development, and other questions which will assist the school authorities in teaching and caring for the child. Then there is a blank certificate to be signed by the county commissioners from the county in which the applicant resides in case the parent or guardian is not able to pay a small charge per month for board. This certificate properly signed by the county commissioners entitles the child to free admission into the school. There are no charges then for anything, except the parent or guardian must clothe the child.

#### METHODS OF INSTRUCTION

We try to keep in touch with educational centers of the country and study with care any suggested change or improvement in our present methods of instruction.

In the department for the deaf experience has proven that no one or single method will meet the needs of all deaf children, therefore the combined system, or eclectic system, is used in the school. This method is in general use throughout the country. It is a method which includes all systems which the test of time has approved. Especial attention is given to oral instruction and every pupil, upon entering school for the first time, is placed under this method of instruction. If, after a fair trial, he shows no adaptability or progress, he is transferred to a manual class.

In the department for the blind modern methods of instruction have made it possible for the normal blind child to receive practically the same education as the seeing child. The New York Point system is used, and a course of study outlined in accordance with the text books obtainable under this system.

The course of study as outlined provide the pupils with a liberal education. Beside the course of study, the pupil is brought into contact with many helpful agencies which tend to render him more active, independent and resourceful. We have the hopeful spirit of self-activity and achievement in the school. Our pupils often enter school in a lowly state of despondency, but soon they discover the possibilities that lie above and beyond their infirmity and they are transformed into children full of zest and vigor. To attain its fullest mission, the school must be a source of inspiration to noble achievement and must unfold the possibilities of usefulness in our deaf and blind children.

### RHYTHMIC TRAINING

We continue to stress rhythmic training for our deaf students with gratifying results in a number of instances.

This work consists in developing the rhythmic sense in deaf children by the correlation of voice training, physical training and language.

There are two physical agents by means of which we appreciate sound. They are the ear and the whole nervous system. We give these children a vibratory education by training the whole nervous system to perceive sound and rhythmic images.

Rhythm in speech is the coordination of thought and feeling, as well as tonality. This work or activity helps for freedom of mind and body and organs of speech, and gives an opportunity for the imagination to act.

The object of this work is to create a rapid and regular current of communication between mind and body. The work develops attention, induces consciousness of vibrations and makes the pupils more responsive and elastic. It awakens the sense for tone and rhythm through the sense of touch. Of special advantage are the vocal exercises which tend to strengthen the lungs and vocal organs, improving thereby enunciation and pitch of voice. The work is peculiarly attractive to the child and stimulates a desire for, and creates a habit of, lip-reading and speech and further perfects voice modulation.

No further explanation of this work will be undertaken other than to say that the vibrations are received by placing the hands upon some portion of the piano, preferably the top, where the full force of the vibrations may be received.

This work is being conducted with every attention possible and is under the supervision of competent instructors.

### AURICULAR TRAINING

Not all children who enter school and classified as deaf are totally so; in fact, only a small percentage of children are found to be entirely void of the sense of sound, although particular pains must be taken to differentiate between sound perceptions and vibratory perceptions. A large number of deaf children enter school with a modicum of residual hearing, atrophied by neglect. To awaken and to educate this sense remnant is the object of this department.

Various musical instruments and other sound producing machines are used. Ear-trumpets, ear-tubes and various sound intensifiers are found to be helpful in many cases. Every pupil has to be given individual instruction, to a large degree, and the work must be outlined and planned to meet his peculiar condition.

We hope to develop and perfect this department in the near future. The possibilities for helpful results are too apparent to further neglect this branch of educational activity.





WARTMANN COTTAGE (PRIMARY DEPARTMENT)  
(ONE OF FOUR TO BE ERECTED)



HOSPITAL



### COMPULSORY SCHOOL ATTENDANCE

A law should be passed which would require parents or guardians of deaf or blind children to send such children to the Florida School for the Deaf and the Blind, or to provide otherwise for their education. The terms "deaf" or "blind" should be made to include not only those who are totally deaf or blind but also those of defective vision or hearing, who can not be educated in the public schools of the State. This is not only a just paralleling of our general compulsory attendance law, but it is a precaution against the expense which will grow out of the untrained minds and hands of these children since the State will ultimately be forced to support, partially or wholly, this class. It is also true that many parents of deaf and blind children are sentimental to a degree that borders on criminality, and under a false conception of kindness, deprive them of an education by keeping them from school.

### HEALTH

The health of the school has been good. With the exception of a few slight ailments peculiarly related to child life or to growing children, the school has been singularly free from sickness. Only one or two severe cases of illness during the biennium gave us any uneasiness at all. The health record of the school continues to be one of marked satisfaction. The school has lost by death only two pupils in the past twenty years and these deaths were from constitutional maladies beyond the skill of any physician. This healthy condition is no doubt due in large part to the splendid location of the school, and to the regular habits, wholesome food, and a proper assignment of work and play.

### SOCIAL LIFE

A confessed weakness in institutional life is the lack of proper social training. This is specially true of schools for the deaf and the blind. More value should be attached to the social side of our educational endeavors. Standing in relation of parents to child for many of the most impressionable years of a child's life, we must strive in every conceivable way to make the home training and home refinement second to no other school activity. To this end parties or school socials are given at stated times during the year and in addition formal and informal functions are given the pupils by the different officers and teachers. These diversions from the regular routine of school work also tend to break the monotony of school life, brighten the lives of the pupils, and refresh body, mind and soul for the duty of the morrow.

### DISCIPLINE

School life should be made as natural as possible. Rules and regulations have been reduced to a minimum, for self-control can come only through liberty and through freedom from artificial restrictions. Yet we do not extend liberty to the end that a child may do as he pleases. It is a liberty interpolated with daily suggestions. We strive to show our boys and girls

that we believe in their good intentions. Seldom do cases come up for disciplinary attention. Our pupils are a well behaved and mannerly set of young people. And being busy and interested in their school activities, they need little disciplining.

#### HOUSEHOLD DEPARTMENT

The affairs of this department have received much care and attention and everything has been conducted with due regard for the comfort, health, and happiness of the pupils, teachers and officers. To the end that the efficiency of this department be sustained, perfect harmony is essential and this harmony has been secured and preserved with little difficulty. The constant care of so large a household of defective children is no small task, and when it is realized that most of our children have to pass from irresponsible childhood into responsible manhood and womanhood under our protection, care, and guidance, the magnitude of this responsibility may be partially understood. We strive to inculcate correct habits of life and high ethical conceptions of pure and refined living. The physical, mental and moral training are harmoniously blended in the daily school life and each receives the utmost care and attention.

Care and economy have been practiced at every point, and the expenditures have been kept well within the appropriation made for the maintenance of the school. The purchase, distribution, and consumption of supplies have received careful attention.

The housing, proper dietary, and careful adjustment of clothing during the climatic changes, is all times a serious proposition, to say nothing of the educational development—all these require the undivided time and attention of those upon whom these duties devolve.

This department is well systematized and the health and general appearance of our pupils convey the assurance that they are well looked after.

#### DEPARTMENT OF MUSIC

Not all blind pupils can receive musical training sufficient to enable them to follow it as a vocation after leaving school and thereby earn a livelihood. Some, however, do have the temperament, or the adaptability, to successfully complete the musical course and make it their chosen profession after leaving school. A large number of our blind pupils can never hope to develop into finished musicians; but shut off from the great world of nature and from the enjoyment of all those pleasures carried from the eye to the brain, we must forego trying to commercialize every instinct in the lives of these children, and try to scatter some happiness in compensation for the loss of sight. And in music they find a recreative enjoyment that has an esthetic value all their lives.

Instruction in this branch is given on the piano, pipe-organ and violin. Voice culture also receives its proper attention. Competent instructors are employed for this department, and the progress of the pupils has been highly satisfactory.

## INDUSTRIAL OR MANUAL TRAINING DEPARTMENT

This department is fulfilling in many ways the object for which it was created. The printing-office and cabinet shop are proving their usefulness in turning out boys who can easily find employment at good wages. The broom-shop and chair-caning department are doing good work. The rug-weaving department continues to make progress. The domestic science department continues its fine work in instructing our girls in the art of home-keeping and cooking. The instruction in sewing, crocheting and knitting continues to be an important feature in this department.

We, however, feel the need of expansion here, but for lack of room we can add no new features until dormitory space is provided for the boys of the school who now occupy the entire second floor of this building. The industrial side of our work must be enlarged and with the new buildings planned for the future, we can put into operation several new phases of industrial training which will add very materially to this department.

However, we do not intend to lower the cultural standing of the school while striving to advance the vocational side. Both must be fostered and perfected as far as possible. The two subjects are coeval and should interlap in the curriculum of the school, giving due consideration at all times to the individual.

### NEEDS

Under this head we are asking for sufficient appropriations to take care of the continued growth of the school and also to improve certain almost vital features which have been neglected for a number of years. The amounts named have had careful thought and are as exact as we can possibly make them. They are not fanciful or haphazard guesses.

#### *(a) Heating Plant*

It is necessary for us to have an up-to-date central heating plant. At present we have one small sectional 40-horse power boiler to heat the Industrial Building; an old second hand boiler is used for the Administration Building; the small furnace rooms under the Hospital and Negro Department are subject to overflow after heavy rains or high tides and at times the water rises above the fire boxes and the furnaces are consequently put out of commission.

To properly heat these buildings it will be necessary to erect a central heating plant. This will cost fifty-five thousand (\$55,000) dollars.

#### *(b) Cottage and Equipment*

To properly take care of the ever increasing number of children who are applying for admission, it will be necessary to erect another cottage—the second in our contemplated unit plan. This cottage will be a duplicate of Wartmann Cottage.

It will take fifty thousand (\$50,000) dollars to complete and equip this cottage.





SERVICE BUILDING



SOUTH VIEW OF MAIN BUILDING



*(c) Kitchen*

When our Administration Building was erected, the kitchen and pantry were greatly reduced in size in order to complete the building within the appropriation allowed. Our present kitchen is about 18 x 18 feet with pantry and dish-room in proportion. It can readily be seen that this is a very unsatisfactory condition in which to prepare meals and to carry on the activities of this department under such cramped conditions.

A new kitchen, pantry, refrigerating plant, store room and dining-room for servants is badly needed.

The amount necessary to put this department in a satisfactory condition will be twenty-five thousand (\$25,000) dollars.

*(d) Bulkheading*

Situated as we are with the eastern boundry of our property subjected to the ever-encroaching effects of the tides, it is necessary to erect a bulkhead of some permanent character to prevent this damage. A first class bulkhead would not only preserve the property, but would enable us to develop ample play grounds and an athletic field adjacent to the bulkhead. This open and protected space, free from the incursion of the tides, could be leveled and sodded and transformed into a beautiful field for all outdoor athletic sports.

We have no gymnasium; we have no suitable play grounds. The absolute demand for physical training among these children should be one of our first considerations.

To bulkhead this property, to bring it to a level, and sod it or parts of it with grass will cost twenty-five thousand (\$25,000) dollars.

*(e) Fire Protection*

Every protection possible should be made to safeguard the lives of our pupils from any possibility of fire. The greatest possible care is exercised at all times to prevent a catastrophe of this kind. Our buildings are only two stories high. We have direct water protection from the city and have ample hose in all buildings. But with all these precautions, we feel that further protection is necessary.

At present we have one fire hydrant on San Marco Avenue in close proximity to Wartmann Cottage which will enable the city fire department to give that building splendid protection. We need fire hydrants placed at the most vantageous points near all our buildings. Our 6-inch water main from the city pumping station terminates in front of the Administration Building. To give us the protection we need, it will be necessary to run this supply pipe to points where the hydrants will be placed. Hose in all buildings should be renewed.

The estimated cost of this added fire protection will be thirty-five hundred (\$3,500) dollars.

*(f) Extension Departemnt*

This school should have a representative to travel throughout the State looking to the accomplishment of several purposes.

There are many deaf and blind children in the state who should be here and are not. This is largely due to ignorance, cupidity, or misplaced affection of parents and in a great many instances to the indifference of communities. A large number of these children will grow into adult life in a state of ignorance beyond the power of human comprehension unless some means are devised whereby the parents can be induced to send them to school. A representative from the school could visit these parents in their homes, come in personal contact with them, explain just what the school stands for and how it will take care of and educate their child. Visits like these are seldom resultless. Aside from the humane viewpoint of searching out and bringing these children to school, the economic value to the State should not be overlooked. Every child snatched from a life of dependency and trained to useful and upright living has its unit of value to the State.

This representative of the school could be helpful to an increasing number of adult blind in the State—especially to those who have lost their sight after reaching maturity. People of this character are prone to despondency and melancholia and in many instances become a burden not only to themselves and to their relatives, but also to the community in which they live. Periodical visits could be made by our representative to these people. This representative would instruct these people how to read the raised print of the blind and possibly be helpful in suggesting ways or in assisting a number to become self-supporting, partially so, to say the least. We feel that results of a very satisfactory nature can be secured by establishing such an extension department in connection with the school. In our opinion this is far more desirable at present than establishing a home for the adult blind.

A most hopeless, a most pitiful sight is the mother when she first discovers that her baby is either deaf or blind. The school representative will seek out such homes as these and instruct the mother how to properly train and prepare the child for his school life when he reaches the age of six.

To do this work for the biennium, and to do it well—it is best not to undertake it if we can not do it well—will necessitate an appropriation of seventy-five hundred (\$7,500) dollars. This sum is to be expended for salary and travelling expenses of the representative and also to provide books for the indigent blind. Any balance to revert to the current expense account of the school.

*(g) General Repairs*

The sum of five thousand (\$5,000) dollars will be needed for the general upkeep of the buildings and grounds for the next two years. A little repairing here and there at a small initial cost and at the right time prevents a final

heavy expense. We strive to keep our buildings in perfect condition and inspection is invited at all times; but with the yearly wear and tear, added to the natural destructive tendency of children and young people, it means a constant outlay of money.

Out of this repair fund must come a sufficient amount to refurnish the school with various household necessities, such as beds, bed linen, table linen, blankets, mattresses, rugs, etc.

#### *(h) Scholarships*

The question of higher education for the graduates of this school is a serious one. While the State makes ample preparation for the higher education of her normal child, none is made for the sub-normal child. A premium should not be put upon the ambitions of our graduates who seek a higher education. Their struggle for an education is severe by the very nature of their subnormality and every reasonable assurance and encouragement should be given them in their commendable educational endeavors.

I quote from a late report:

“Today higher education is within reach of almost any ambitious and persevering normal boy and girl. This School is turning out worthy graduates who are desirous of taking an academic education; but the cost of attending a college or university is in most cases prohibitive for the reason that a blind student cannot secure the necessary text-books in an embossed form. To pursue his studies he must employ the services of some one to read for him. This is quite expensive.

Some aid should be extended these ambitious deaf and blind boys and girls of Florida who desire to minimize their affliction and to rise to work out in life something worth living for.

Many of our neighboring states grant these scholarships. I feel that Florida will not lag behind.”

For the next two years I ask two thousand five hundred (\$2,500) dollars for this purpose. Any unexpended balance to go toward further purchase of books for the library.”

#### *(i) Athletics*

We have no gymnasium. We have physical training of some kind for our pupils. A small sum is asked for to equip and train our athletic teams and to continue to put them in the field where they can come in contact and compete with high school teams throughout the State. The School has been represented by creditable foot-ball, basket-ball and base-ball teams during the past two years. The girls have developed one of the best basket-ball teams in the State.

We therefore ask for the sum of five hundred (\$500) dollars for the next biennium.



COLORED DEPARTMENT—VIEW FROM SIDE AND BACK



APPROPRIATION FOR SUPPORT

We respectfully ask for \$175,000 for the biennium, or \$87,500 per year, for salaries and maintenance. This is only \$7,500 a year more than we received from the last legislature. The increase asked for is take care of the growing attendance and also to slightly increase a few salaries which are necessary in order that we secure and retain the services of first class teachers and officers.

SUMMARY OF NEEDS

1. Maintenance . . . . .	\$ 175,000
2. Central Heating Plant . . . . .	55,000
3. Cottage and Equipment . . . . .	50,000
4. New Kitchen, Pantry, Cold Storage, etc. . . . .	25,000
5. Bulkheading, Leveling and Sodding . . . . .	25,000
6. Fire Protection . . . . .	3,500
7. Extension Department . . . . .	7,500
8. General Repairs and Upkeep . . . . .	5,000
9. Scholarships and Library . . . . .	2,500
10. Athletics . . . . .	500
	<hr/>
	\$ 349,000

CONCLUSION

In placing this report in your hands I am doing so with the utmost feeling of confidence that the needs of Florida's deaf and blind children will be given first consideration and that the careful provision you have always made in the past for their comfort and education will in no wise be lessened in the years just in front of us.

My thanks are personally extended to the Board for its continued and devoted interest in the school. I also desire to record my sincere appreciation for the confidence placed in me.

The school has much to be thankful for, but our greatest thanks are due to the members of the Board of Control, men composed of the very highest type and character, who have given of their time and thought freely, and without reward save that of the consciousness of duty well and faithfully performed.

Respectfully submitted,

*A. S. Walker,*  
*President.*

# Financial Statement

For the Year Beginning July 1, 1920 and Ending July 1, 1921

## CURRENT EXPENSE FUND

### Resources:

Balance Brought Forward July 1, 1920 from 1919 Appropriation . \$67,502.47

### Expenditures:

For Salaries . . . . .	\$32,551.84
For Equipment, Furniture and Apparatus. . . . .	4,428.34
For Heat, Light and Water . . . . .	3,703.67
For Postage, Stationery and Office Expenses . . . . .	734.16
For Advertising and Printing . . . . .	20.65
For Buildings and Repairs . . . . .	5,862.93
For Traveling Expenses (R. R. Fare, Students) . . . . .	547.47
For Freight and Express . . . . .	98.14
For Groceries . . . . .	15,134.27
For Books and Publications . . . . .	155.09
For All Other Purposes, Including Expense of Servants and Dairy . . . . .	4,265.91—\$67,502.47

## INCIDENTAL FUND

### Resources:

Balance Brought Forward July 1, 1920 . . . . .	\$ 787.57
Receipts for the Year . . . . .	251.00

Total Resources . . . . .	\$ 1,038.54
Expenditures:—None	

Unexpended Balance July 1, 1921 . . . . .	\$ 1,038.54
---	-------------

## BUILDING FUND

### Resources:

Balance Brought Forward July 1, 1920 from 1919 Appropriation . \$11,389.97

### Expenditures:

For Primary Building . . . . .	\$ 6,963.25
For Special Repairs . . . . .	544.18
For Athletics . . . . .	356.12
For Library, Pianos and Apparatus . . . . .	526.42
For New Boilers . . . . .	2,500.00
For Scholarships . . . . .	500.00—\$11,389.97

## SUMMARY OF RECEIPTS AND DISBURSEMENTS

Together with the Balances in the Various Funds

	Receipts	Disbursements	Balance
Current Expense Fund . . . . .	\$67,502.47	\$67,502.47	.....
Incidental Fund . . . . .	1,038.54	.....	\$1,038.54
Building and Equipment Fund . . . . .	11,389.97	11,389.97	.....
Totals . . . . .	\$79,930.93	\$78,892.44	\$1,038.54

Balance to be carried forward to the credit of the Incidental Fund, \$1,038.54

# Financial Statement

*For the Year Beginning July 1, 1921 and Ending July 1, 1922*

## CURRENT EXPENSE—STATE APPROPRIATION

### *Resources:*

Legislative Appropriation 1921 . . . . . \$80,000.00

### *Expenditures:*

For Salaries . . . . .	\$39,308.15
For Equipment, Furniture and Apparatus . . . . .	5,894.24
For Heat, Light and Water . . . . .	5,894.24
For Postage, Stationery and Office Expense . . . . .	610.38
For Advertising and Printing . . . . .	96.06
For Repairs to Buildings, Fences, etc . . . . .	8,646.19
For Traveling Expenses (R. R. Fare, Pupils) . . . . .	508.88
For Freight and Express . . . . .	1,037.71
For Groceries . . . . .	14,710.30
For Books and Publications . . . . .	302.45
For All Other Purposes . . . . .	1,403.67—\$76,432.73

Unexpended Balance July 1, 1922 . . . . . \$ 3,567.27

## INCIDENTAL FUND

### *Resources:*

Balance Brought Forward July 1, 1921 . . . . .	\$ 1,038.54
Receipts during the Year . . . . .	893.00—\$ 1,931.54

### *Expenditures:*

For Scholarships for Deaf Students . . . . .	\$ 750.00
--	-----------

Balance Unexpended July 1, 1922 . . . . . \$ 1,181.54

## BUILDING AND EQUIPMENT FUND—STATE APPROPRIATION

### *Resources:*

Legislative Appropriation, 1921 . . . . .	\$65,000.00
---	-------------

### *Expenditures:*

For Completing Primary Building . . . . .	\$26,283.14
For Equipment, Furniture and Apparatus . . . . .	5,826.25
For Building Cement Walks . . . . .	264.00
For Annex to Building for Negroes . . . . .	4,211.00—\$36,584.39

Unexpended Balance July 1, 1922 . . . . . \$28,415.61

## SUMMARY OF RECEIPTS AND DISBURSEMENTS

*Together with the Balances in the Various Funds*

	<i>Receipts</i>	<i>Disbursements</i>	<i>Balance</i>
Current Expense Fund . . . . .	\$ 80,000.00	\$ 76,432.73	\$ 3,567.27
Incidental Fund . . . . .	1,931.54	750.00	1,181.54
Incidental Fund . . . . .	65,000.00	36,584.39	28,415.61
Totals . . . . .	\$146,931.54	\$113,767.12	\$33,164.42



FOOT BALL TEAM



GIRLS' BASKET BALL TEAM



## Roster of Students

BIENNIUM 1920—1922

### *Deaf Boys*

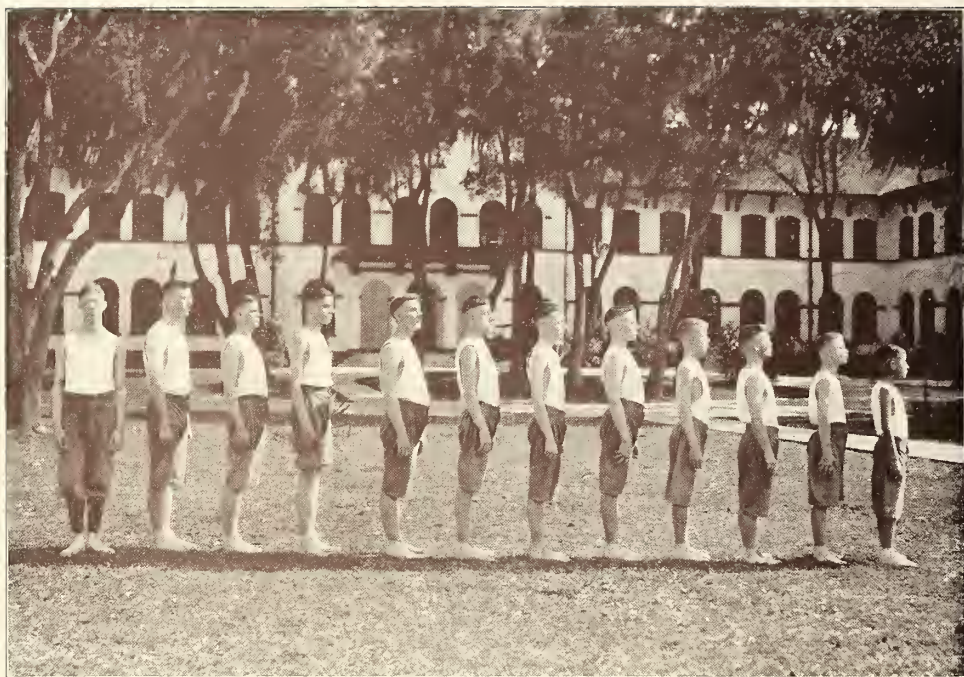
1. ATEs, HENRY . . . . .	Santa Rosa
2. BLEDSOE, EDWIN . . . . .	Escambia
3. BLUE, DALTON . . . . .	Washington
4. BODIE, ARCHIE . . . . .	Washington
5. BUXTON, FRANK . . . . .	Polk
6. CALIGUIRI, FLORIAN . . . . .	Hillsborough
7. CLEMONS, EDWARD . . . . .	Hillsborough
8. COWART, WILLIE . . . . .	Bradford
9. CUMBIE, J. D. . . . .	Polk
10. ECHOLS, LEROY . . . . .	Suwanee
11. EICHELBERGER, ROBERT . . . . .	Hillsborough
12. EIGLE, LOUIS . . . . .	Lake
13. ERPENBACH, STANLEY . . . . .	Dade
14. FORDE, DUWARD . . . . .	Duval
15. GILBERT, CHESTER . . . . .	Washington
16. GILLET, WESLEY . . . . .	Manatee
17. GODWIN, PETE . . . . .	Polk
18. GREENLEAF, LEWIS . . . . .	Duval
19. HAGUE, CURTIS . . . . .	Palm Beach
20. HALL, LEE . . . . .	Duval
21. HASLETT, EDGAR . . . . .	Duval
22. HAY, ELZIE . . . . .	Polk
23. HEISLER, REX . . . . .	Jackson
24. HENDERSON, BILLIE . . . . .	Pinellas
25. HINES, IRVINE . . . . .	Marion
26. HOAGLAND, ROBERT . . . . .	Duval
27. HOAGLAND, SIDNEY . . . . .	Duval
28. HOLLAND, CARL . . . . .	Volusia
29. ISAACS, LEWIS . . . . .	Alachua
30. JAMES, CLYDE . . . . .	Lee
31. JENNINGS, L. E. . . . .	Okeechobee
32. JOHNS, EVERETT . . . . .	Bradford
33. KALAL, KHALEEL . . . . .	Polk
34. KALAL, ROGIE . . . . .	Polk

35. KIRBY, WILLARD . . . . .	Alachua
36. LEWIS, WILLIAM . . . . .	Columbia
37. LIGHTBODY, ADDIN . . . . .	Nassau
38. LONG, DAN . . . . .	Leon
39. LOWREY, HORACE . . . . .	Holmes
40. MILLER, JOHN . . . . .	Lake
41. MELTON, WALTER . . . . .	Polk
42. MOORE, BUFORD . . . . .	Lee
43. MOTLEY, NEAL . . . . .	Holmes
44. MOTT, AVERY . . . . .	Nassau
45. MORROW, MERVIN . . . . .	Sumter
46. MYERS, JULIUS . . . . .	Pinellas
47. McNEILLY, CHARLES . . . . .	Dade
48. NASH, IVY . . . . .	Pinellas
49. PARKER, CHARLES . . . . .	Escambia
50. POSTON, FRANK . . . . .	Gadsden
51. PURON, GERVACIO . . . . .	Hillsborough
52. RATLIFF, SAM . . . . .	Hillsborough
53. RENTZ, WARREN . . . . .	Polk
54. ROBERTS, DONALD . . . . .	Marion
55. RUSH, C. W. . . . .	Sumter
56. SAPP, RAYMOND . . . . .	Osceola
57. SESSOMS, MARVIN . . . . .	Pasco
58. SHAW, CLARENCE . . . . .	Walton
59. SHAW, LEWIS . . . . .	Walton
60. SHOOK, FLAE . . . . .	Duval
61. SHOUPPE, MAURICE . . . . .	Jackson
62. SKINNER, HARDY . . . . .	Lee
63. SOUTHERN, WILLIE . . . . .	Escambia
64. STEPHENS, GLENN . . . . .	St. Johns
65. SMITH, CHARLIE . . . . .	Gadsden
66. TERRELL, MELVIN . . . . .	Polk
67. THOMPSON, DESSO . . . . .	St. Johns
68. THORNTON, FRANK . . . . .	Dade
69. TOWNSEND, EDWARD . . . . .	Alachua
70. VALDES, JOSE . . . . .	Monroe
71. VIRSIDA, ANTONIO . . . . .	Hillsborough
72. WEBB, MALCOLM . . . . .	Lee
73. WHITAKER, ELLIS . . . . .	St. Johns

74. WIGGINS, PAUL . . . . . Jackson  
75. WILSON, WARREN . . . . . Putnam  
76. WRIGHT, GORHAM . . . . . Dade

*Deaf Girls*

1. ATKINS, DOROTHY . . . . . Pinellas  
2. ATKINS, HELEN . . . . . Pinellas  
3. BLACKWELDER, REBA . . . . . Pinellas  
4. BLUE, THELMA . . . . . Washington  
5. BREWER, MYRTLE . . . . . Dade  
6. BROWN, MINNIE . . . . . Osceola  
7. BRUNSON, EARLENE . . . . . Escambia  
8. CASTELLO, ANNA . . . . . Hillsborough  
9. CASTELLO, JOSEPHINE . . . . . Hillsborough  
10. CLARIDGE, DOROTHY . . . . . Dade  
11. CLEMONS, ANNIE . . . . . Hillsborough  
12. COE, MARGARET . . . . . St. Johns  
13. CRAWFORD, ETHEL . . . . . Duval  
14. CROLEY, ROBERTA . . . . . Pinellas  
15. CRUMP, MARY JIM . . . . . Polk  
16. CUMBIE, VELMA . . . . . Polk  
17. DANIEL, VERA . . . . . Washington  
18. DAVIS, CALLIE . . . . . Dade  
19. DAVIS, ETHEL . . . . . Okaloosa  
20. DAVIS, RUBY . . . . . Okaloosa  
21. DAVIS, ULA . . . . . Okaloosa  
22. DAY, WILLIE . . . . . Brevard  
23. DUVAL, GEORGETTE . . . . . Hillsborough  
24. EIGLE, MARJORIE . . . . . Lake  
25. FOSTER, EDITH . . . . . St. Johns  
26. FUTCH, EDNA . . . . . Bradford  
27. GAY, VINA . . . . . Washington  
28. GILES, FLORENCE . . . . . Duval  
29. GRAW, LILLIAN . . . . . Taylor  
30. HARRIS, EDNA . . . . . Clay  
31. HAZEN, LOIS . . . . . Lake  
32. HERRIN, LEOLA . . . . . Hernando  
33. HENDERSON, BESSIE . . . . . Jefferson  
34. HILL, CLARICE . . . . . Pasco



ATHLETIC DEPARTMENT—BLIND BOYS



PRESIDENT'S PRIVATE OFFICE



35. HOLLAND, PEARL . . . . .	Volusia
36. JAMES, FANNIE . . . . .	Lee
37. JOHNSON, SARAH . . . . .	Duval
38. LEACH, BEULAH . . . . .	Polk
39. LIGHTBODY, IRENE . . . . .	Nassau
40. LIGHTBOURN, JANET . . . . .	Dade
41. MILLER, MAVIS . . . . .	Washington
42. MOTLEY, IVRY . . . . .	Holmes
43. MOORE, AGNES . . . . .	Hillsborough
44. MCGOWAN, MARY . . . . .	Duval
45. NOBLES, AVIS . . . . .	Polk
46. OWENS, POLLY ANN . . . . .	Santa Rosa
47. PADGETT, RUBY . . . . .	Osceola
48. PARKER, CORA . . . . .	Hillsborough
49. RUFF, VIONE . . . . .	Okaloosa
50. SELLERS, INA . . . . .	St. Johns
51. SILAS, ALICE . . . . .	Hillsborough
52. SMITH, HAZEL . . . . .	Brevard
53. SNOWDEN, ETHEL . . . . .	Bradford
54. SOLES, RACHEL . . . . .	Polk
55. STEVENSON, CLARA . . . . .	Holmes
56. TAYLOR, ETHEL . . . . .	Hamilton
57. TYSON, BERTHA . . . . .	Pinellas
58. TYSON, BLANCHE . . . . .	Pinellas
59. WAGNER, FRANCES . . . . .	St. Lucie
60. WARD, BESSIE . . . . .	Polk
61. WELLS, FLORENCE . . . . .	Escambia
62. WHITE, ELTHA . . . . .	Duval
63. WIMBERLY, EXA MAE . . . . .	Jackson
64. YELVINGTON, GWENDOLYN . . . . .	Duval

*Blind Boys*

1. ALVEREZ, RAPHAEL . . . . .	Hillsborough
2. AYERS, JESSIE . . . . .	Bay
3. BLANTON, CHARLIE . . . . .	Jefferson
4. BUTLER, G. C. . . . .	Alachua
5. BUTLER, WILLIE . . . . .	Duval
6. CANNON, LUTHER . . . . .	Duval
7. CLORE, JOHN . . . . .	Lake

8. EDGAR, BALLARD . . . . .	Walton
9. EDGAR, TANK . . . . .	Walton
10. GRAY, LAWRENCE . . . . .	DeSoto
11. HARCOURT, REECE . . . . .	Orange
12. HARDY, CECIL . . . . .	Volusia
13. HENDRIX, J. D. . . . .	St. Johns
14. HITCH, SYLVANUS . . . . .	Duval
15. JONES, COIS . . . . .	Putnam
16. KIRBY, KENNETH . . . . .	St. Johns
17. KLEINKAUF, PHILLIP . . . . .	Palm Beach
18. KNOWLES, WESLEY . . . . .	Suwanee
19. MACY, ALBERT . . . . .	Hillsborough
20. MARTIN, AUBREY . . . . .	Sumter
21. MCGEE, THURMAN . . . . .	Palm Beach
22. NASRALLAH, ALEXANDER . . . . .	Duval
23. NASRALLAH, WALTER . . . . .	Duval
24. PELHAM, CLAYTON . . . . .	Jackson
25. RUSSELL, CLIFTON . . . . .	Gadsden
26. SANDS, JEROME . . . . .	Dade
27. SHAHEEN, ERNEST . . . . .	Leon
28. SHEROUSE, LAFAYETTE . . . . .	Marion
29. SOMERS, PERCY . . . . .	Duval
30. TALLANT, EMILE . . . . .	Marion
31. WEADLEY, JOHN . . . . .	Duval
32. WELLS, CHARLIE . . . . .	Columbia

*Blind Girls*

1. CHASTEEN, NORA . . . . .	Lake
2. COX, RUTH . . . . .	Columbia
3. DUGGINS, BLANCHE . . . . .	Marion
4. GRACE, AILEEN . . . . .	Duval
5. GREEN, OLA . . . . .	Duval
6. HARDTNER, CATHERINE . . . . .	Dade
7. JOHNSON, FRANCES . . . . .	Lake
8. JONES, GLADYS . . . . .	Volusia
9. MCKEE, LEONA . . . . .	Duval
10. NASRALLAH, ROSIE . . . . .	Duval
11. NORTON, NELL . . . . .	St. Johns
12. PELHAM, NETTIE . . . . .	Jackson

13. REED, MAMIE . . . . . Polk
14. SALTER, HELEN . . . . . Pinellas
15. SMITH, EVELYN . . . . . Escambia
16. SMITH, HAZEL . . . . . Pinellas
17. SPARKMAN, OPHELIA . . . . . Duval
18. VALLEJO, MARGIE . . . . . Hillsborough
19. VAN PELT, ELSIE . . . . . Polk
20. WHEELER, CATHERINE . . . . . Suwanee
21. WHEELER, MINNIE . . . . . Suwanee

---

DEPARTMENT FOR THE COLORED

*Deaf Girls*

1. BANKS, ELODIE . . . . . Escambia
2. BUTLER, ELVETTA . . . . . St. Johns
3. DANIELS, GENEVA . . . . . Palm Beach
4. FLEMING, ALICE . . . . . Duval
5. HOGAN, MARY . . . . . Duval
6. JACKSON, WILLIE MAE . . . . . Duval
7. KNIGHT, LUCILE . . . . . Hillsborough
8. MOORE, DAISY . . . . . Duval
9. NELSON, JENNIE LEE . . . . . Leon
10. RAWLS, MELDA . . . . . Duval
11. RICHARDSON, MARIE . . . . . Duval
12. SIMMONS, CORA . . . . . Suwanee
13. SMITH, LILLIE . . . . . Duval
14. STEPHENS, ANNIE MAE . . . . . Duval
15. THOMAS, MENA . . . . . Volusia
16. WRIGHT, JOHNNIE BELLE . . . . . Jackson

*Deaf Boys*

1. BROOKS, THOMAS . . . . . Gadsden
2. BRUNSON, CHARLIE . . . . . Gadsden
3. BRYANT, JOHNNIE . . . . . Orange
4. CASON, WALTER . . . . . Polk
5. COODIN, VANDY . . . . . Putnam
6. JAMES, JOHNNIE . . . . . Putnam
7. KING, GEORGE . . . . . Duval
8. LAWRENCE, JESSE . . . . . Volusia



AUDITORIUM



DINING-ROOM



- 9. LONG, LONNIE . . . . . Jackson
- 10. PEEK, ST. LUKE . . . . . Brevard
- 11. ROBINSON, DEWITT . . . . . Gadsden
- 12. SIMMONS, WARREN . . . . . Suwanee
- 13. SUGGS, WALTER . . . . . Jackson
- 14. TURGERSON, ETHEL . . . . . Marion
- 15. WALKER, JOHNNIE . . . . . Marion
- 16. WHITE, CARY . . . . . Jackson
- 17. WHITE, FITZHUGH . . . . . Putnam
- 18. WHITE PROFIT . . . . . Jackson

*Blind Girls*

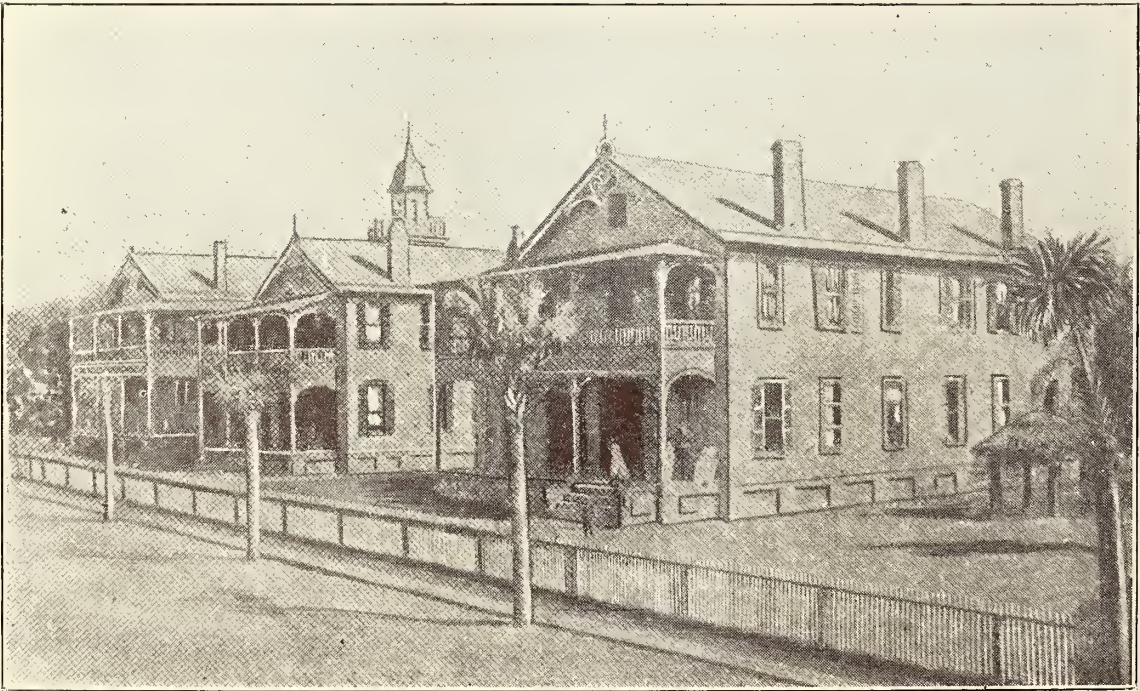
- 1. HALL, GEORGIA . . . . . Suwanee
- 2 JACKSON, JODIE MAE . . . . . St. Johns

*Blind Boys*

- 1. ALLEN, ANDREW . . . . . Nassau
- 2. BELMA, FRED . . . . . Seminole
- 3. DAVIS, DONNIE . . . . . Washington
- 4. FARROW, JOHN . . . . . Duval
- 5. GREEN, REGINALD . . . . . Duval
- 6. GREGORY, MILTON . . . . . Duval
- 7. MOORE, HERBERT . . . . . Leon
- 8. ORNER, DEWITT . . . . . Hernando
- 9. PINCKNEY, JEROME . . . . . Hillsborough
- 10. SINGLETON, MOSES . . . . . Duval

# Value of the School Plant

<i>Building</i>	<i>Square Feet</i>	<i>Estimated Value</i>
Administration-Academic Building and Dormitory <i>Two Stories. (Stucco on brick with tile roof)</i>	37,300	\$160,000
Industrial Building and Domitory . . . . . <i>Two Stories. (Stucco on brick with tile roof)</i>	18,500	75,000
Laundry or Service Building . . . . . <i>Two Stories. (Stucco on brick with tile roof)</i>	6,800	20,000
Infirmary Building . . . . . <i>Two Stories. (Stucco on masonry with tile roof)</i>	5,134	25,000
Wartmann Cottage (Primary Department) . . . . <i>Two Stories. (Stucco on masonry with tile roof)</i>	10,770	50,000
Negro Building including Annex . . . . . <i>Two Stories. (Stucco on masonry with tile roof)</i>	18,156	75,000
Dairy Barn . . . . . <i>One Story. (Frame with composition roof)</i>	2,450	4,500
Garage . . . . . <i>One Story. (Frame with composition roof)</i>	600	200
	99,710	\$409,700
Estimated Value of Equipment . . . . .		60,000
Estimated Value of Land . . . . .		75,000
Total Value of School Plant . . . . .		\$544,700



THE SCHOOL TWELVE YEARS AGO

# History of the School

Forty years ago Florida had no means of educating her deaf and blind children. The little one born within her borders who was so unfortunate as to be deprived of either sight or hearing, and whose parents were unable to send it away for training or to employ private teachers for its special care must needs grow up in ignorance, a charge, perhaps a menace, to the community, to take its place some day on the streets, a beggar or a buffoon.

Today there stands in St. Augustine one mile north of the center of the town, and a few blocks removed from the city limits one of the handsomest and most thoroughly equipped school plants in the state. Today scores of children play about the broad campus of the school as happy-heartedly, or file into its sunny classrooms as eagerly, as do their sighted brothers and sisters of the public schools. And as these forty years that have wrought the change have worn themselves into eternity a little army of students, each gripping proudly a hard earned diploma, has passed out from the school into the broader world beyond, their hearts beating high with gratitude, and their faces shining with the purposeful strength of manhood and womanhood; cancelling their debt to the mother state for her fostering care by a return of loyal and creditable citizenship.

Forty years ago Thomas H. Coleman, a young man about to graduate from Gallaudet College, the National College for the Deaf in Washington, and a graduate from the South Carolina School for the Deaf and the Blind, wide awake to the interests of those who like himself were deaf, or like his former associates at the South Carolina School, blind, discovered as he looked about him for work for his eager hands to do upon leaving college, that Florida was the only state in the Union that had made no provision for the education of her deaf and her blind children, and promptly opened a correspondence with the Honorable W. D. Bloxham, at that time governor of the state of Florida, relative to the founding of such a school. "Governor Bloxham was favorable to the project," writes Mr. Coleman in the *American Annals of the Deaf*, Vol. XXVIII, and statistics record that his interest in the proposed school did not end with his term of office, but that he remained a warm and loyal friend. Through the influence of Dr. E. M. Gallaudet, a census was made of the deaf of Florida, showing the number to be 119—78 of whom were under 25 years of age.

Mr. Coleman writes:

"As to my connection with the founding, it dates from the spring of 1882, when, in looking around for a field of usefulness, Florida seemed one of the most inviting. This was prior to my graduation from the College at Washington. With a view of cultivating the field, a correspondence was opened with His Excellency, Governor





LIBRARY



MUSIC STUDIO



W. D. Bloxham. He was favorable to the project from the outset. The correspondence was kept up until I finished my course at college in the following June, during my stay at home in the summer, and also in the fall and winter while I was at Mandarin, Fla., whither I had gone in order to be better located to carry on the work. Through the kindness and influence of Dr. E. M. Gallaudet, the census statistics were procured for the information of the Governor and the legislature; likewise all other available facts bearing on the subject that could be had. The Governor recommended the matter favorably to the legislature at the session of 1882-83 and that body granted an appropriation to build and equip the school. During the session a limited correspondence was carried on between a few of the most interested members and myself. After the appropriation was secured, proposals were invited for the site, and that of St. Augustine was selected. The buildings were in course of erection during 1884, and were ready for opening early in 1885. When the time to organize came, I declined to be a candidate for the position of head of the school—my health then being bad—but desired the position of chief teacher, to which I was elected. Mr. C. H. Hill, now at the head of the West Virginia School, was chosen principal, and Mrs. M. D. Taylor, of St. Augustine, matron. For some reason Mr. Hill did not take charge, and Mr. Park Terrell was then appointed. The school was opened in the early part of February, 1885. I was in charge of the buildings a few weeks before Mr. Terrell came, and no pupils arrived until, I believe, about the middle of May.”

Speaking of the school, Superintendent of Public Instruction A. J. Russell says:

“I found upon the record that my predecessor had advertised for proposals for the location of the Institute, and that the best offer had been made by the city of St. Augustine, consisting of five acres of land immediately adjoining the northern limits of the city and delightfully situated, and one thousand dollars in cash. This offer was accepted by the board of managers in consultation with the Governor, and deeds of the land were made to the State in the name of the board and their successors, and five hundred dollars of the money paid into the treasury; plans were made consisting of a group of buildings for the accommodation of both races, separately, both as to living and study. Advertisements were made for proposals of erecting them, and that of Wm. A. McDuff being the lowest, amounting to \$12,749, the contract was awarded him. I have the pleasure to report their completion in a substantial and satisfactory manner. With a view to a proper organization the board have elected Professor C. H. Hill, of the Deaf-Mute Institute of Maryland, as principal, in consultation with whom the corps of officers and instructors, etc., will be completed and the Institution made ready for the reception and instruction of these unfortunate children.

“It affords me great pleasure to report the universal approval on the part of the people of the State everywhere of the act providing for the education of these unfortunates.

“Of course it is to be sustained and operated by annual appropriations made by the legislature, and I earnestly recommend a suitable appropriation as necessary for the equipment and support of the Institute.”

The act, providing for the Institute, was passed by the legislature of 1883, one year after Mr. Coleman began his correspondence with Governor Bloxham. This is the act:



SCHOOL-ROOM WORK



CHAPTER 3450—(No. 33.)

*An Act to Provide an Institute for the Blind and Deaf and Dumb in this State.*

The people of the State of Florida, represented in Senate and Assembly, do enact as follows:

SECTION 1. That the members of the State Board of Education, namely, the Superintendent of Public Instruction, the Secretary of State and the Attorney-General, together with the Governor, are hereby constituted the trustees of an institute, hereinafter provided for, under the name of the Board of Managers of the Florida Institute for the Blind and Deaf and Dumb.

SECTION 2. That said board of managers are hereby empowered and directed to secure by donation, purchase, or otherwise, suitable grounds and buildings for the purpose of providing an asylum for the indigent blind and deaf and dumb in this State, said grounds and buildings to be located at some healthy, convenient, and accessible point in the State.

SECTION 3. It shall be the duty of said board of managers to make provision for the education, maintenance, and care of all persons residing in this State between the ages of six and twenty-one years, who may be blind or deaf and dumb, who are not able to educate and maintain themselves: Provided, however, That any person who may be blind or deaf and dumb, but who may be possessed of sufficient means to educate himself, shall be received and cared for in said institution, and enjoy the advantage thereof, by paying such an amount per annum as may be necessary to cover the actual cost of his education and support.

SECTION 4. Any person desiring admission into said institute shall apply to the county commissioners of the county in which he or she may reside, and it shall be the duty of said county commissioners to examine into the pecuniary condition of the person making application, and upon satisfactory evidence that said applicant is unable to educate and support himself, they, the said county commissioners, shall issue a certificate to the applicant to that effect, and upon receipt of the said certificate such applicant shall be received into the asylum.

SECTION 5. It shall be the duty of said county commissioners to supply said applicant with means of transportation to said institute.

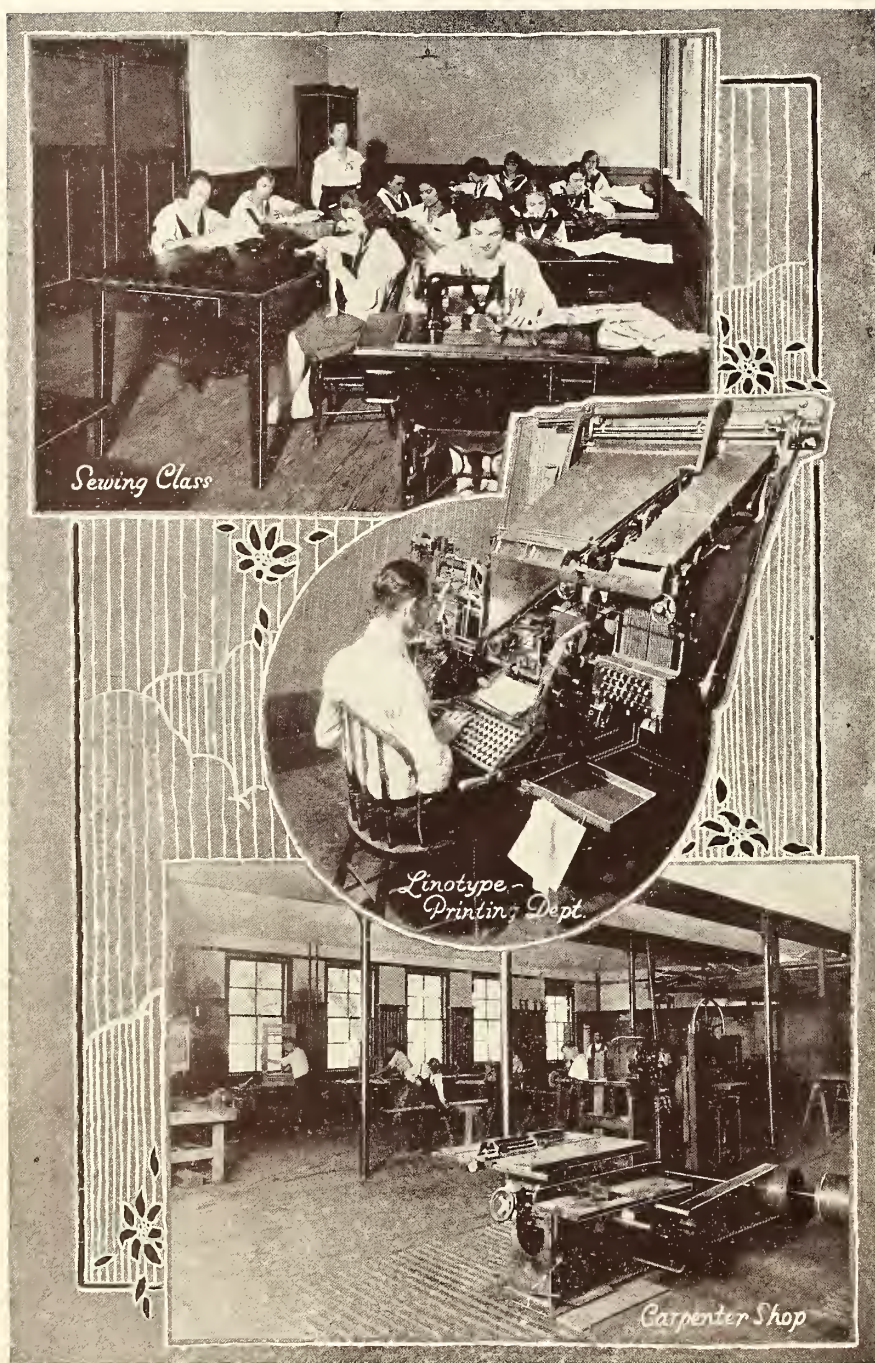
SECTION 6. It shall be the duty of the board of managers to provide for the inmates of said institute necessary bedding, clothing, food and medical attendance, and other conveniences as may be essential to the health and comfort of said inmates.

SECTION 7. Said board of managers shall also provide for the education of the inmates of said institution by employing such teachers as may be competent to instruct both the blind and deaf and dumb, and fit them for aiding in earning a support, and in sharing the enjoyment of life.

SECTION 8. Said board of managers shall at each session of the General Assembly make to that body a report of its dealings and doings with a statement of their expenditures for the support of said institute.

SECTION 9. That for the purpose of putting in operation and maintaining said institution of the sum of ten thousand dollars for the year 1883, and a like amount for the year 1884, be, and the same is hereby appropriated, with discretion on the part of the board of managers to expend the whole of said sum, or so much thereof as may be necessary, in the proper inauguration and progress of the work of establishment and maintenance of the institute."

Approved March 5, 1883.



*Sewing Class*

*Linotype-  
Printing Dept.*

*Carpenter Shop*

INDUSTRIAL TRAINING



The law has since been revised, but the changes have been in great part verbal and the provisions of the statute have not been materially changed.

The law directed that the members of the State Board of Education, under the name of Board of Managers, have charge of the school. In 1903 the legislature passed an act relieving the Board of Education from the care of the school and authorized the Governor to appoint a Board of Trustees to manage the affairs of the school. Pursuant to this act, Governor Jennings appointed the following members: J. M. Rivers, of Gainesville; J. M. N. Peacock, of Pine Mount; H. J. Drane, of Lakeland; J. W. Estes, of St. Augustine, and W. A. McWilliams, of St. Augustine.

After confirmation by the Senate, this Board met and organized July, 1903, by electing W. A. McWilliams, President, and J. W. Estes, Secretary.

This Board was continued for two years only when in 1905 the "Buckman Bill" abolished the board of trustees and placed the school under the management of the newly created State Board of Control. This Board also has supervision over the State University and College for Women. This act also changed the name of the school from the Florida School for the Blind, Deaf and Dumb back to the Institute for the Blind, Deaf and Dumb. The former name was changed by the Legislature in 1903 when the school passed under the care of the State Board of Education to that of the Board of Trustees. At the 1909 session of the Legislature the change was made to the present name—The Florida School for the Deaf and the Blind.

In accordance with the act of the legislature of 1905 creating the Board of Control, Governor Broward appointed as members of this Board, N. P. Bryan, Jacksonville; P. K. Yonge, Pensacola; Dr. N. L. Brown, Eustis; Nathan Adams, White Springs; and T. B. King, Arcadia.

Mr. Adams resigned after serving for several months and J. C. Baisden, of Live Oak, was appointed to fill the position.

In 1907, Dr. Brown resigned and E. L. Wartmann, of Citra, was elected to fill this vacancy. In 1909, the terms of three of the members having expired, Governor Gilchrist reappointed Mr. Yonge. The other two new members were F. P. Fleming, Jr., of Jacksonville, and W. D. Finlayson, of Old Town. The State Board of Control then consisted of P. K. Yonge, chairman, Pensacola; T. B. King, Arcadia; E. L. Wartmann, Citra; F. P. Fleming, Jr., Jacksonville, and W. D. Finlayson, Old Town.

The only change in this Board till 1917 was the retirement of F. P. Fleming, Jr., and the appointment of Frank E. Jennings, of Jacksonville, by Gov. Park Trammell. This was in June 1913.

In 1917, the terms of the chairman of the Board, P. K. Yonge, of Pensacola, and W. D. Finlayson, of Old Town, and Frank E. Jennings, of Jacksonville, expired. To fill these vacancies, Gov. Catts appointed Joe L. Earman, of Jacksonville; J. B. Hodges, of Lake City, and J. T. Diamond, of Milton.



OUR SLEEPING QUARTERS

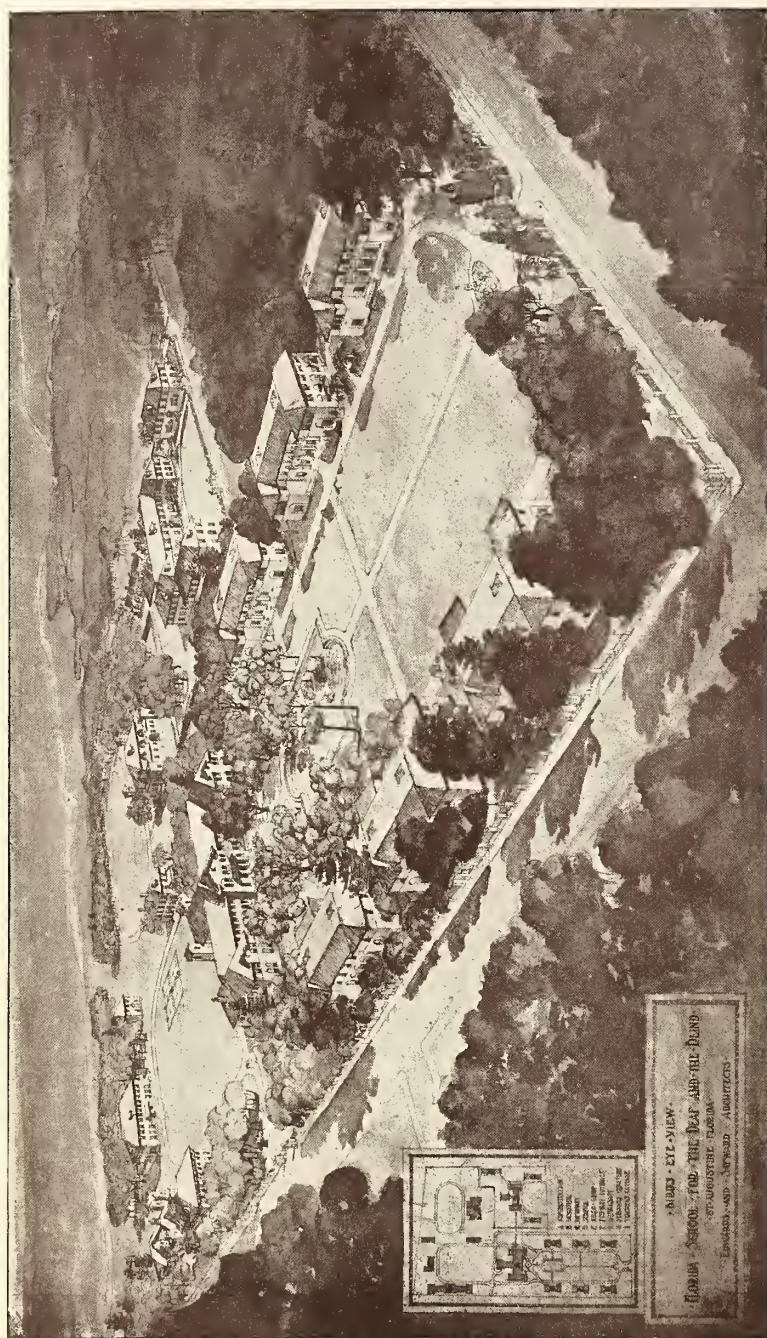
Joe L. Earman succeeded Mr. Yonge as chairman of the Board. Bryan Mack of Pensacola, succeeded J. G. Kellum as secretary to the Board. Mr. Kellum had held the position of secretary to the Board from its organization in 1906 up to 1917.

In 1919 Bryan Mack resigned as secretary to the Board and J. T. Diamond, a member of the Board, was elected to fill the vacancy. W. W. Flournoy, of DeFuniak Springs, was appointed to fill the place made vacant by Mr. Diamond's resignation. In 1919 Chairman Earman also resigned to assume the duties of President of the State Board of Health. Mr. Hodges was made chairman. The Governor appointed P. K. Yonge, of Pensacola, to fill the vacancy caused by the resignation of Mr. Earman. In 1919 the commissions of E. L. Wartmann and T. B. King having expired, Mr. Wartmann was appointed to succeed himself, and John B. Sutton, of Tampa, succeeded T. B. King. In 1921 the commissions of P. K. Yonge, J. B. Hodges and W. W. Flournoy expired. Governor Hardee handed commissions to P. K. Yonge, W. L. Weaver, of Perry, and John C. Cooper, Jr., of Jacksonville. Mr. Yonge was made chairman.

Such is the statistical history of the school, but the old resident of St. Augustine and the visitor who looks in upon us from time to time have seen another side of the story, a broader and a deeper growth. They have seen the rambling wooden buildings which first housed the school give place one by one to handsome brick structures, brave with their shining white walls and red tiled roofs. They have seen broad walks and drives of cement encircle the once almost impassable beds of sand. They have seen a stretch reclaimed from the marshland back of the school, and the big marsh pool in front drained and successfully filled in. They have seen appear as if marking time to the passing years, first the Administration Building in 1911, the Industrial Building in 1913, the Service Building in 1915, the Hospital in 1917, and last of all Wartmann Cottage in 1922. In the colored department which occupies the site of the first buildings used by the school old wooden buildings have been replaced by handsome brick structures like those occupied by the white across the way.

Equipment has been given to the school to meet its growing demands: a linotype machine for the printing office, where our deaf boys get such splendid training that they are in demand as printers wherever they wish to go; looms for rug weaving for the blind (all rugs used in our bathrooms being made in this manner) domestic science rooms, and cooking classes for both deaf and blind girls, electric equipment for the laundry, up-to-date broom appliances, a half dozen, or so new pianos and a pipe organ for the music department—with violins, cornets, and drums as well. There is a carpenter shop for the deaf, and a chair caning department for the blind boys, typewriters for the blind as well as knitting and crocheting, and sewing for





BIRD'S EYE VIEW OF THE FLORIDA STATE SCHOOL FOR THE DEAF AND THE BLIND AS IT IS BEING DEVELOPED  
*Six buildings have been completed: Administration, Industrial, Wartmann Cottage, Hospital, Service and Building for the Colored.*



the deaf. There is a well stocked library for each department, and the school-rooms add yearly to their splendid equipment as need demands.

All work and no play is not the policy of our school, so we have games for both the deaf and the blind, the deaf boys and girls playing regularly with other organized teams, and as often as otherwise carrying off the laurels. There are outside amusements and pleasures, lectures, concerts, etc. The deaf get untold pleasure and instruction from the movies, and the wonderful radio station recently installed is giving endless joy to the blind.

And there is yet another phase of our school life that anyone who cares to look may see, the development of its soul. There are our societies, a literary society for each department where debates and programs are given bi-weekly. In the blind department there is a music club which has done much to stimulate the love of music in its members. And there are our Christian Endeavor Societies with their sunshine committees and their glad giving of pennies to help others less fortunate than themselves. Many worthy causes have been generously and substantially helped from this mite giving treasury.

In the forty years of its history many lives have touched and blessed our school with their patient endeavor and loving self sacrifice. The state has tendered unfailingly the same cordial support and interest that she put forward in its beginning, the legislature, the various controlling bodies, the presidents, the teachers, the officers—all these have helped to erect a structure more enduring than brick or stone, of which the far reaching influence shall live throughout eternity.

---

*Executive Heads of the Schools since its Foundation.*

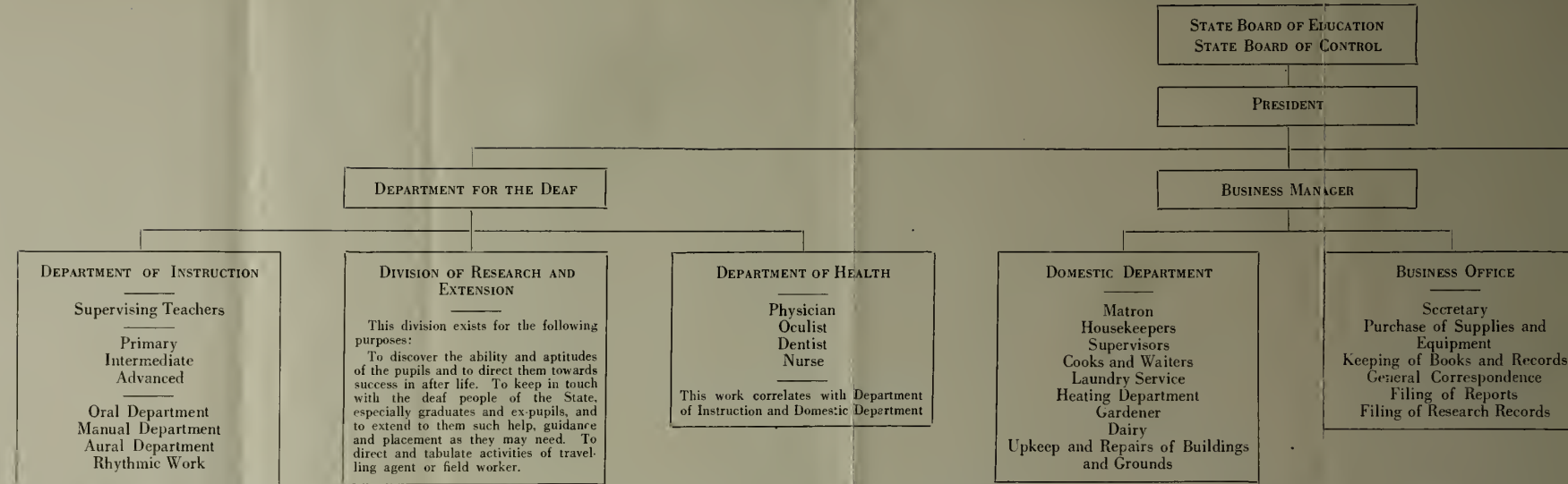
PARK TERRELL . . .	Superintendent . . .	1885-1890
W. A. CALDWELL . . .	Superintendent . . .	1890-1893
F. PASCO . . . . .	Superintendent . . .	1893-1897
H. N. FELKEL . . . .	Superintendent . . .	1897-1900
W. B. HARE . . . . .	Superintendent . . .	1900-1906
* A. H. WALKER . . .	President . . . . .	1906-

\* Dr. Walker was principal of the literary departments from 1902 to 1906.

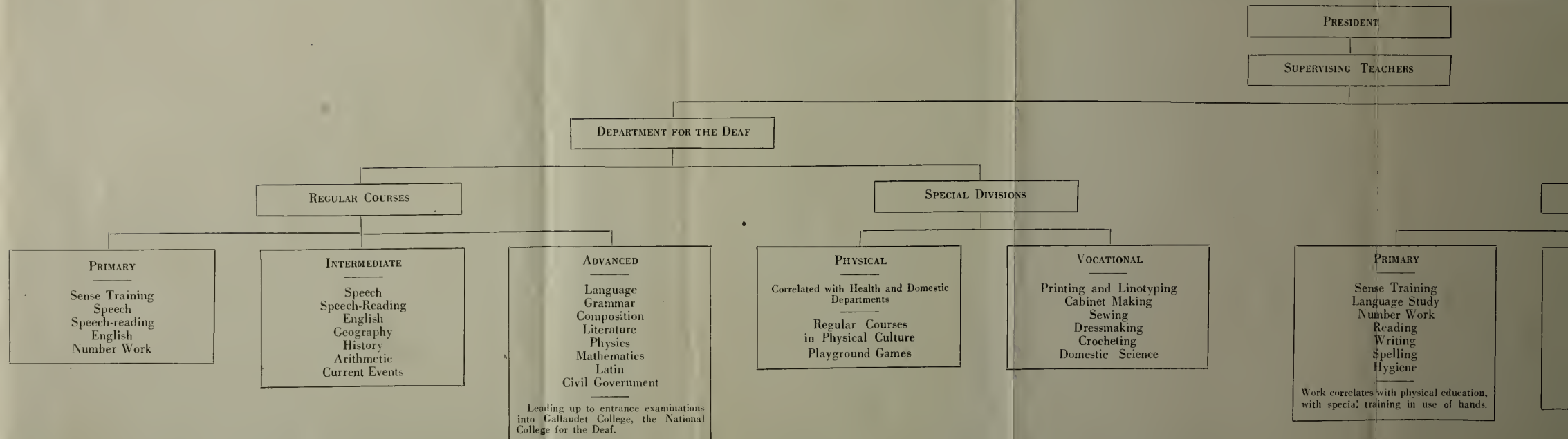


VIEW FROM FRONT ENTRANCE

# ORGANIZATION FLORIDA STATE SCHOOL FOR THE DEAF A

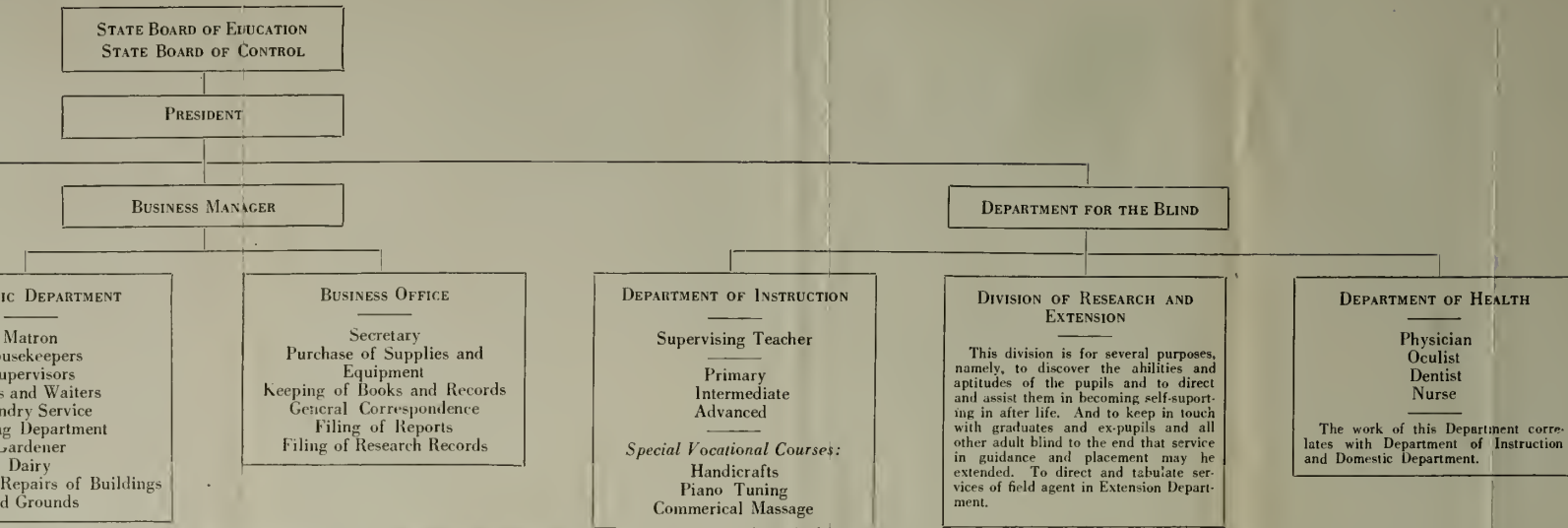


## ORGANIZATION OF INSTRUCTION

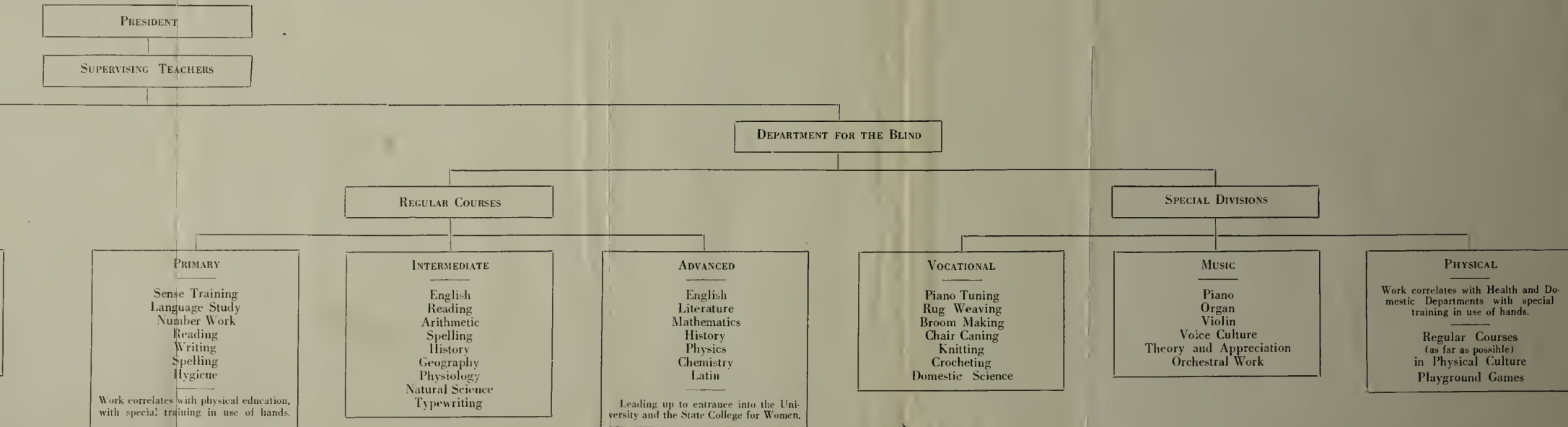




# ORGANIZATION SCHOOL FOR THE DEAF AND THE BLIND



## ORGANIZATION OF INSTRUCTION

















UNIVERSITY OF FLORIDA



3 1262 09771 8265